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ABSTRACT

This document presents an overview of trends and statistics pertaining to community colleges. The opening charts offer a national view of population served, tuition and revenue data, and popular degrees and career fields. The state-by-state section provides detailed information on each of the 50 states, plus the Pacific Islands and Puerto Rico. For each profile, an introduction summarizes "hot" issues based on interviews with community college representatives. Following each summary are detailed statistics on student characteristics, tuition, faculty salaries, expenditures, educational attainment, state demographics, and workforce issues. Although each state system is unique, the states often share common priorities and challenges. Several states have decided to merge disparate colleges or community and technical colleges into cohesive systems. More than ever, states and colleges pursue creative partnerships in order to respond effectively to industry needs and to create a more seamless transition among education sectors. States continue to invest heavily in technology programs and computer systems, and they seek to apply technology through various distance education options. Several states still enjoy the benefit of a healthy national economy, although a few are experiencing a decline in population and must work to help encourage economic growth. Contains 23 references. (JA)

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STATE-BY-STATE PROFILE of COMMUNITY COLLEGES

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AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

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STATE-BY-STATE PROFILE *of* COMMUNITY COLLEGES

Text: Madeline Patton
Research: Kent A. Phillippe and
Christopher Shults

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents 1,100 two-year, associate degree-granting institutions and some 10 million students. AACC provides leadership and service in five key areas: policy initiatives, advocacy, research, education services, and coordination/networking.

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Preface

The *State-by-State Profile of Community Colleges 2000* presents an overview of trends and statistics pertaining to community colleges. The opening charts offer a national view of population served, tuition and revenue data, and popular degrees and career fields. The state-by-state section provides detailed information on each of the 50 states, plus Pacific Islands and Puerto Rico. For each profile, an introduction summarizes hot issues based on interviews with community college representatives. Following each summary are detailed statistics on student characteristics, tuition, faculty salaries, expenditures, educational attainment, state demographics, and workforce issues.

Although each state system is unique, the states often share common priorities and challenges. Several states have decided to merge disparate colleges or community and technical colleges into cohesive systems. Some have made this change only recently, while other states continue to develop though the mergers took place some years ago. More than ever, states and colleges pursue creative partnerships in order to respond effectively to industry needs and to create a more seamless transition among education sectors. States continue to invest heavily in technology programs and computer systems, and they seek to apply technology through various distance education options.

Several states still enjoy the benefit of a healthy national economy, although a few are experiencing a decline in population and must work to help encourage economic growth. Several states use some method of performance-based funding in their budget mechanism, although most often, states use the method as a part of the formula rather the sole determination of college funding.

The definition of a community college used by state officials may differ from the definition used by AACC (page 7); therefore, the number of community colleges and enrollment figures presented in the charts may differ from the count accepted by individual states. For this publication, data for branch campuses of university systems not separately reported on the Integrated Postsecondary Education Data System (IPEDS) are not included in state totals. In some cases, numbers may not add up to 100 percent because of rounding. States sometimes provide information about public institutions only, and they may omit information about the two-year colleges that are part of their four-year college and university programs. This distinction could affect the count for states such as Alaska, Ohio, and West Virginia, which have a large number of students enrolled in university systems.

The *term full-time equivalent* (FTE) refers to college enrollment, calculated by adding together one-third of the part-time fall headcount enrollment and all of the full-time fall headcount enrollment. FTE is a factor in many states' funding mechanisms.

Number of Community Colleges: 2000

State	Public	Independent	Tribal	Total
Alaska	5	0	0	5
Alabama	27	2	0	29
Arkansas	23	2	0	25
Arizona	19	1	2	22
California	108	13	1	122
Colorado	15	0	0	15
Connecticut	12	4	0	16
Delaware	1	0	0	1
Florida	28	3	0	31
Georgia	30	6	0	36
Hawaii	7	2	0	9
Iowa	17	6	0	22
Idaho	5	1	0	6
Illinois	49	8	0	57
Indiana	2	2	0	4
Kansas	21	3	1	25
Kentucky	15	2	0	17
Louisiana	8	0	0	8
Massachusetts	17	10	0	27
Maryland	18	1	0	19
Maine	9	2	0	11
Michigan	28	2	1	31
Minnesota	29	3	3	35
Missouri	14	5	0	19
Mississippi	16	2	0	18
Montana	8	0	7	15
North Carolina	58	2	0	60
North Dakota	5	0	5	10
Nebraska	7	0	2	9
New Hampshire	4	3	0	7
New Jersey	19	2	0	21
New Mexico	14	0	2	16
Nevada	4	1	0	5
New York	43	15	0	58
Ohio	33	5	0	38
Oklahoma	17	1	0	18
Oregon	17	1	0	18
Pennsylvania	17	9	0	26
Rhode Island	1	1	0	2
South Carolina	17	2	0	19
South Dakota	4	1	4	9
Tennessee	14	5	0	19
Texas	68	6	0	74
Utah	5	1	0	6
Virginia	23	2	0	25
Vermont	2	2	0	4
Washington	33	1	1	35
Wisconsin	18	0	2	20
West Virginia	10	1	0	11
Wyoming	7	0	0	7
Outlying Territories *	6	8	0	14
Total	**977**	**149**	**31**	**1,157**

Source: AACC 2000
* Includes Puerto Rico, Guam, Palau, and Micronesia

Community college (AACC definition): an institution that is accredited (or undergoing accreditation) by one of the six regional accrediting bodies and primarily offers the associate degree as the highest degree. A community college may also be a campus that offers the associate degree as the highest award but is part of a regionally accredited, baccalaureate degree–granting institution.

Location of Community Colleges: 2000

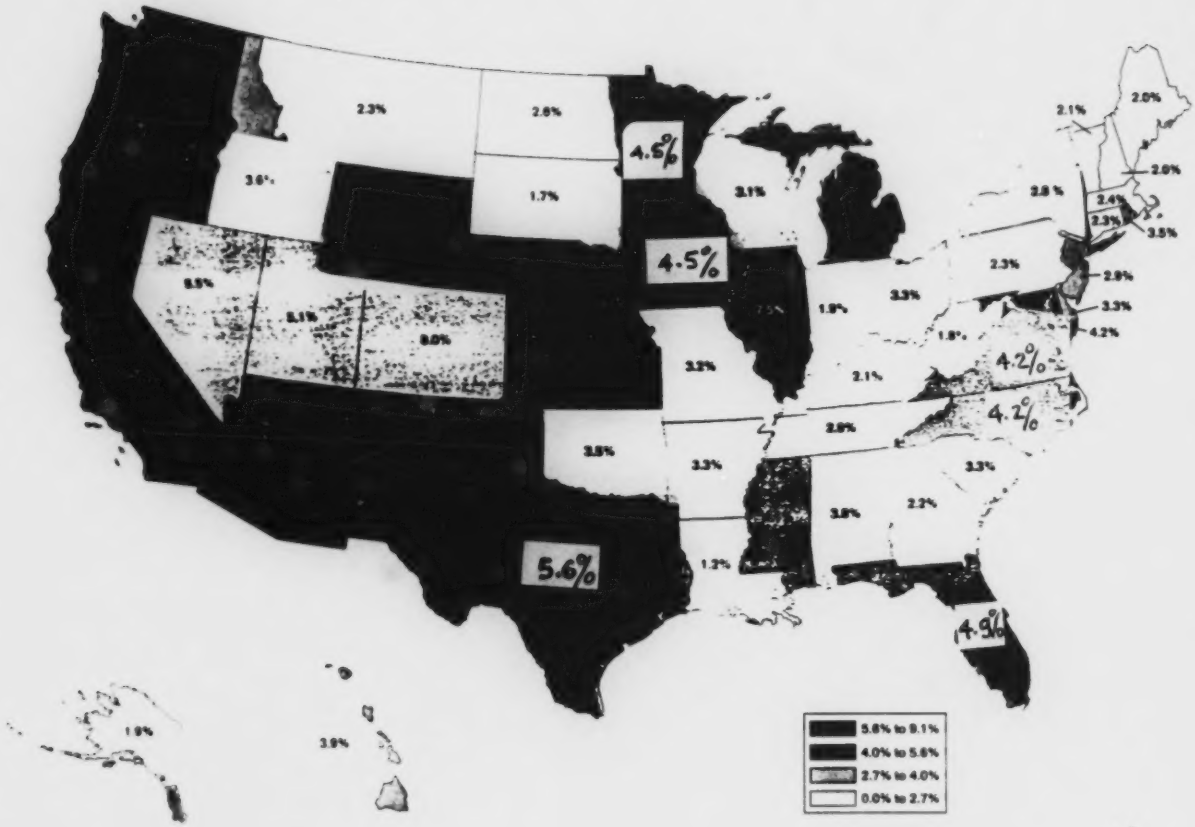
Source: AACC 2000

Percentage of Population Aged 18 or Older Served by a Community College: 1997–98

State	Headcount Enrollment		Population, aged 18 & Older (1997)	Percentage of Population Served	
	Fall 1997	Full Yr. 1997-98		Fall 1997	Full Yr. 1997-98
Alabama	65,675	121,487	3,235,534	2.0%	3.8%
Alaska	2,696	7,795	419,512	0.6%	1.9%
Arizona	154,081	296,623	3,308,541	4.7%	9.0%
Arkansas	38,233	60,809	1,863,593	2.1%	3.3%
California	1,140,067	1,879,137	23,296,054	4.9%	8.1%
Colorado	78,224	137,872	2,871,307	2.7%	4.8%
Connecticut	41,697	57,211	2,478,992	1.7%	2.3%
Delaware	12,009	18,137	556,531	2.2%	3.3%
Florida	324,628	552,010	11,203,522	2.9%	4.9%
Georgia	69,691	118,594	5,495,899	1.3%	2.2%
Hawaii	24,899	34,838	887,724	2.8%	3.9%
Idaho	20,172	30,676	859,799	2.3%	3.6%
Illinois	347,825	658,102	8,829,009	3.9%	7.5%
Indiana	41,204	81,764	4,360,911	0.9%	1.9%
Iowa	62,960	96,367	2,130,768	3.0%	4.5%
Kansas	71,724	127,473	1,923,151	3.7%	6.6%
Kentucky	43,330	61,674	2,924,749	1.5%	2.1%
Louisiana	26,652	38,836	3,141,231	0.8%	1.2%
Maine	12,112	19,051	949,810	1.3%	2.0%
Maryland	104,637	161,855	3,813,658	2.7%	4.2%
Massachusetts	79,412	114,295	4,669,219	1.7%	2.4%
Michigan	196,026	322,749	7,236,666	2.7%	4.5%
Minnesota	87,336	155,214	3,434,339	2.5%	4.5%
Mississippi	57,586	80,447	1,972,087	2.9%	4.1%
Missouri	76,135	128,459	4,002,239	1.9%	3.2%
Montana	8,078	14,782	650,791	1.2%	2.3%
Nebraska	32,615	73,584	1,211,625	2.7%	6.1%
Nevada	41,618	67,500	1,232,008	3.4%	5.5%
New Hampshire	13,046	17,268	877,106	1.5%	2.0%
New Jersey	124,568	176,956	6,065,781	2.1%	2.9%
New Mexico	51,450	88,504	1,220,284	4.2%	7.3%
New York	269,307	379,345	13,633,269	2.0%	2.8%
North Carolina	143,479	233,056	5,551,357	2.6%	4.2%
North Dakota	8,740	12,194	475,975	1.8%	2.6%
Ohio	158,418	274,503	8,359,702	1.9%	3.3%
Oklahoma	61,293	84,344	2,433,723	2.5%	3.5%
Oregon	78,811	169,824	2,427,546	3.2%	7.0%
Pennsylvania	132,346	206,520	9,144,856	1.4%	2.3%
Rhode Island	17,398	26,274	749,617	2.3%	3.5%
South Carolina	61,634	92,085	2,832,455	2.2%	3.3%
South Dakota	6,220	8,903	528,771	1.2%	1.7%
Tennessee	77,816	118,515	4,050,196	1.9%	2.9%
Texas	434,952	770,776	13,785,196	3.2%	5.6%
Utah	50,245	69,776	1,370,463	3.7%	5.1%
Vermont	5,787	9,138	445,201	1.3%	2.1%
Virginia	130,481	215,813	5,098,272	2.6%	4.2%
Washington	181,869	332,848	4,148,541	4.4%	8.0%
West Virginia	17,525	24,514	1,400,054	1.3%	1.8%
Wisconsin	90,713	120,698	3,850,947	2.4%	3.1%
Wyoming	18,381	31,019	348,460	5.3%	8.9%
Total	**5,395,801**	**9,169,735**	**198,179,618**	**2.7%**	**4.6%**

Source: National Center for Education Statistics 2000c and U.S. Bureau of the Census 1998c

Percentage of Population Aged 18 or Older Served by a Community College: 1997–98



Source: National Center for Education Statistics 2000c and U.S. Bureau of the Census 1998c

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Percentage of Families Who Speak a Language Other than English in the Home: 1990

State	Percentage	Rank
Alabama	2.9%	45
Alaska	12.1%	14
Arizona	20.8%	6
Arkansas	2.8%	47
California	31.5%	2
Colorado	10.5%	15
Connecticut	15.2%	10
Delaware	6.9%	26
Florida	17.3%	8
Georgia	4.8%	38
Hawaii	24.8%	4
Idaho	6.4%	29
Illinois	14.2%	12
Indiana	4.8%	39
Iowa	3.9%	41
Kansas	5.7%	32
Kentucky	2.5%	50
Louisiana	10.1%	16
Maine	9.2%	17
Maryland	8.9%	19
Massachusetts	15.2%	11
Michigan	6.6%	27
Minnesota	5.6%	34
Mississippi	2.8%	48
Missouri	3.8%	43
Montana	5.0%	36
Nebraska	4.8%	40
Nevada	13.2%	13
New Hampshire	8.7%	20
New Jersey	19.5%	7
New Mexico	35.5%	1
New York	23.3%	5
North Carolina	3.9%	42
North Dakota	7.9%	21
Ohio	5.4%	35
Oklahoma	5.0%	37
Oregon	7.3%	23
Pennsylvania	7.3%	24
Rhode Island	17.0%	9
South Carolina	3.5%	44
South Dakota	6.5%	28
Tennessee	2.9%	46
Texas	25.4%	3
Utah	7.8%	22
Vermont	5.8%	30
Virginia	7.3%	25
Washington	9.0%	18
West Virginia	2.6%	49
Wisconsin	5.8%	31
Wyoming	5.7%	33

Source U.S. Bureau of the Census 1999f

Median Household Income for a Family of Four: 1998

State	Income	Rank	State	Income	Rank
Alabama	$51,156	34	Montana	$44,737	46
Alaska	$59,726	15	Nebraska	$56,692	20
Arizona	$49,397	41	Nevada	$53,054	31
Arkansas	$44,471	47	New Hampshire	$61,014	12
California	$55,209	25	New Jersey	$70,983	3
Colorado	$63,428	7	New Mexico	$43,829	49
Connecticut	$75,534	1	New York	$57,142	19
Delaware	$65,157	6	North Carolina	$54,331	27
Florida	$52,581	32	North Dakota	$51,002	37
Georgia	$55,989	21	Ohio	$60,169	14
Hawaii	$61,838	9	Oklahoma	$47,436	45
Idaho	$49,174	42	Oregon	$55,892	22
Illinois	$61,672	10	Pennsylvania	$58,507	17
Indiana	$55,284	24	Rhode Island	$62,339	8
Iowa	$53,230	30	South Carolina	$52,111	33
Kansas	$55,341	23	South Dakota	$49,702	40
Kentucky	$49,108	43	Tennessee	$50,310	39
Louisiana	$49,037	44	Texas	$51,148	35
Maine	$51,059	36	Utah	$54,946	26
Maryland	$71,404	2	Vermont	$53,691	29
Massachusetts	$68,958	4	Virginia	$60,860	13
Michigan	$59,019	16	Washington	$61,059	11
Minnesota	$67,140	5	West Virginia	$43,239	50
Mississippi	$43,907	48	Wisconsin	$57,890	18
Missouri	$54,190	28	Wyoming	$50,989	38

Source U.S. Bureau of the Census 1900c

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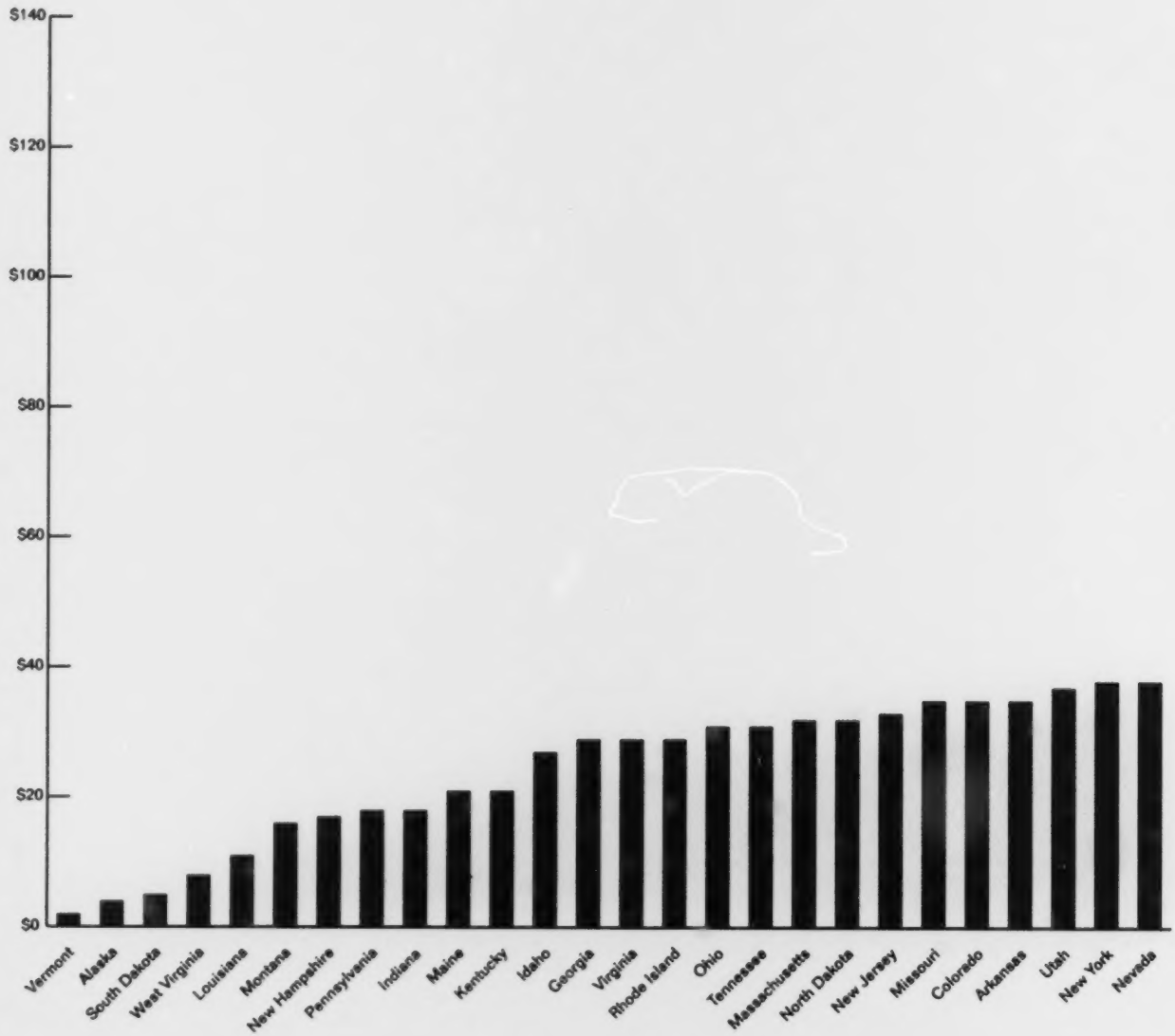
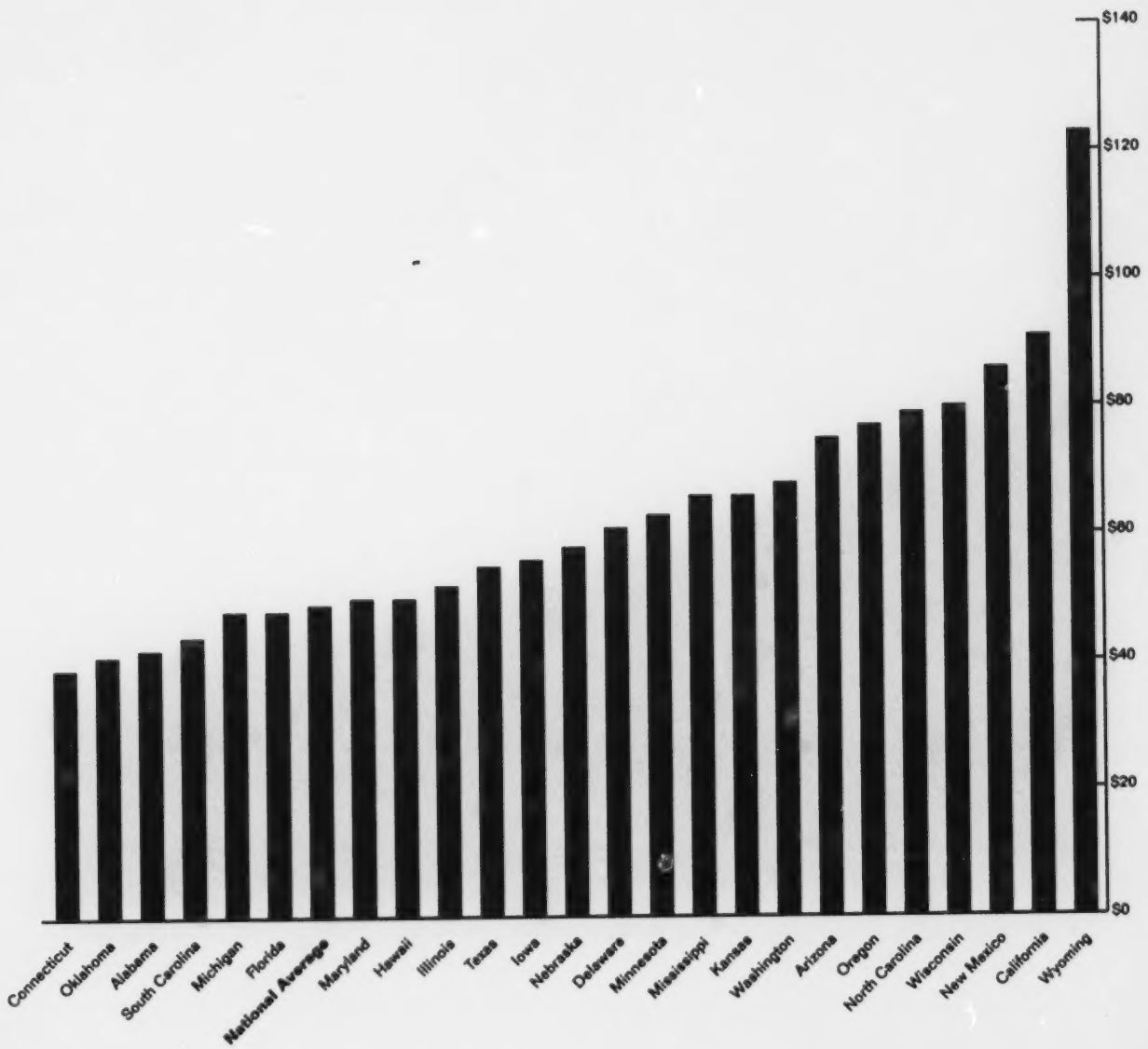
State and Local Appropriations for Public Community Colleges per Capita: 1996–97



Source: National Center for Education Statistics 2000d; and U.S. Bureau of the Census 1998c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Iowa
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Delaware
Minnesota
Mississippi
Kansas
Washington
Arizona
Oregon
North Carolina
Wisconsin
New Mexico
California
Wyoming

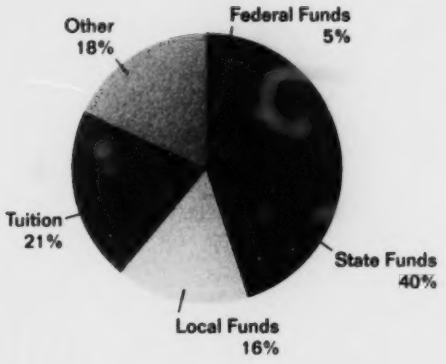
Average Full-Year In-State Tuition and Fees for Public Colleges: 1998–99

State	Community College	Four-Year College
Alabama	$1,345	$2,621
Alaska	$1,900	$2,769
Arizona	$819	$2,158
Arkansas	$948	$2,590
California	$380	$2,609
Colorado	$1,452	$2,685
Connecticut	$1,814	$4,345
Delaware	$1,380	$4,462
Florida	$1,250	$2,022
Georgia	$1,206	$2,422
Hawaii	$956	$2,880
Idaho	$1,106	$2,380
Illinois	$1,348	$3,845
Indiana	$2,415	$3,490
Iowa	$1,886	$2,869
Kansas	$1,289	$2,392
Kentucky	$1,238	$2,516
Louisiana	$874	$2,379
Maine	$2,640	$4,058
Maryland	$2,175	$4,359
Massachusetts	$2,223	$4,012
Michigan	$1,618	$4,277
Minnesota	$2,256	$3,866
Mississippi	$959	$2,859
Missouri	$1,311	$3,550
Montana	$1,724	$2,795
Nebraska	$1,262	$2,627
Nevada	$1,104	$1,956
New Hampshire	$3,170	$5,753
New Jersey	$2,035	$4,951
New Mexico	$668	$2,180
New York	$2,576	$3,905
North Carolina	$584	$1,958
North Dakota	$1,795	$2,686
Ohio	$2,392	$4,258
Oklahoma	$1,283	$2,068
Oregon	$1,571	$3,561
Pennsylvania	$2,105	$5,327
Rhode Island	$1,746	$4,158
South Carolina	$1,159	$3,520
South Dakota	$2,631	$3,038
Tennessee	$1,134	$2,495
Texas	$826	$2,432
Utah	$1,431	$2,147
Vermont	$2,616	$6,751
Virginia	$1,476	$4,160
Washington	$1,517	$3,151
West Virginia	$1,421	$2,337
Wisconsin	$2,059	$3,113
Wyoming	$1,154	$2,330
United States	$1,328	$2,330

Source: National Center for Education Statistics 2000a

Community College Revenue by Source: 1998–99

Source: National Center for Education Statistics 2000d



Remedial Education at Community Colleges: 1999

Percentage of colleges offering remedial education courses

Math	95%
Reading	94%
Writing	95%
Science	30%
ESL*	44%
ABE*	26%

Location of remedial education courses

In the corresponding academic department	61%
In a separate, remedial education department	25%
In one academic department (e.g. English)	13%

Type of credit offered by subject area

Subject area	No Credit Only	Institutional Credit only	Degree Credit Only	Multiple Types of Credit
Math	12%	74%	4%	10%
Reading	13%	76%	4%	7%
Writing	13%	76%	5%	6%
Science	28%	61%	9%	2%
ESL*	25%	63%	4%	8%
ABE*	77%	21%	0%	2%

Source: Shults 2000

* Includes only those English-as-a-second-language (ESL) and adult basic education (ABE) courses considered by the college to be remedial.

Top 10 Certificates Awarded: 1996–97

Field of Study	Less than 1 year	Greater than 1 yr, but less than 2 yr	Greater than 2 yr, but less than 4 yr	Total Certificates
1 Health professions and related sciences	23,401	30,585	2,673	56,659
2 Business management and admin. services	8,230	14,727	1,219	24,176
3 Mechanics and repairers	3,961	8,583	2,344	14,888
4 Protective services	10,000	3,138	369	13,507
5 Precision production trades	2,849	5,282	1,355	9,486
6 Vocational home economics	3,599	3,577	419	7,595
7 Personal and miscellaneous services	1,518	5,015	211	6,744
8 Engineering-related technologies	1,705	3,705	793	6,203
9 Construction trades	1,930	2,871	743	5,544
10 Transportation and material moving workers	4,278	610	47	4,935

Source: National Center for Education Statistics 2000b

Top 10 Associate Degrees Awarded: 1996–97

Field of Study	Number of Associate Degrees
1 Liberal/general studies and humanities	167,448
2 Health professions and related sciences	76,848
3 Business management and admin. services	71,766
4 Engineering-related technologies	20,208
5 Protective services	17,445
6 Mechanics and repairers	9,747
7 Education	9,687
8 Visual and performing arts	8,757
9 Multi/interdisciplinary studies	8,246
10 Computer and information sciences	7,701

Source: National Center for Education Statistics 2000b

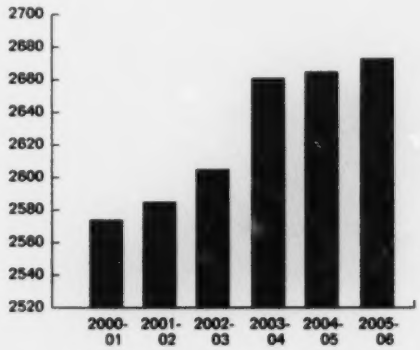
10 Projected Fastest-Growing Occupations: 1998 to 2008

Occupation	Employment (in thousands) 1998	2008	Percent Change
1 Computer engineers	299	622	108%
2 Computer support specialists	429	869	102%
3 Systems analysts	617	1194	94%
4 Database administrators	87	155	77%
5 Desktop publishing specialists	26	44	73%
6 Paralegal and legal assistants	136	220	62%
7 Personal care and home health aides	746	1179	58%
8 Medical assistants	252	398	58%
9 Social and human services assistants	268	410	53%
10 Physician assistants	66	98	48%

Source: Braddock 1999

Projected Number of High School Graduates: 2000–01 to 2005–06 (in thousands)

Source: U.S. Bureau of the Census 1999e



AACC Hot Programs[1] Survey—Programs with Excellent Job Prospects: 1994 and 1997

1994

Program Name	Average Salary
Dental hygiene	$29,560
Nuclear medicine tech.	$26,625
Registered nurse	$26,611
Physical therapy assistant	$25,699
Aviation maintenance	$25,108
Robotics/automated manufacturing	$25,033
Surveying	$25,000
Respiratory therapy tech.	$24,956
Manufacturing process tech.	$24,940
Interpreter	$24,000
Industrial tech.	$24,000
Biomedical tech.	$23,861
Hazardous wastes	$23,667
Tractor-trailer/truck driving	$23,000
Occupational therapist assistant	$22,970
Radiology tech.	$22,901
Fire science	$22,750
Engineering (civil, mechanical)	$22,739
Instrumentation	$22,600
Emergency medical services/tech.	$21,999
Electronics tech./electronic engineering tech.	$21,904
Aviation/pilot programs	$21,667
Industrial maintenance/repair	$21,340
Paralegal	$21,322
Hospitality management/tourism	$21,100
Telecommunications/ information specialists	$21,000
Environmental	$20,936
Computer tech./computer information systems	$20,862
Machinist/machine tool tech.	$20,810
Computer assisted design	$20,794
Automotive	$20,597

Program Name	Average Salary
Law enforcement/human service	$20,550
Mental health	$20,250
Graphic arts	$19,944
Special services (drug/alcohol/job counseling)	$19,920
Refrigeration/AC/heating	$19,818
Medical lab tech.	$19,750
Cardiovascular tech.	$19,587
Culinary arts	$19,368
Licensed practical nurse	$19,287
Accounting	$19,250
Agri-business	$19,167
Architectural tech.	$18,965
Fashion merchandising	$18,913
Welding	$18,778
Multimedia tech.	$18,500
Drafting and design	$18,285
Computer applications	$18,275
Allied health (unspecified)	$17,406
Chemical tech.	$17,000
Supervisor/leadership training/admin. office	$16,866
Veterinary tech.	$16,258
Quality tech.	$15,250
Business (and related fields)	$15,150
Early childhood development	$15,058
All fields	**$21,539**

Source: Kienzl 1997

[1] Based on colleges' impression of what programs were "hot" at their college and reported starting salaries of their graduates.

1997

Program Name	Average Salary
Digital system	$35,000
Facilities tech./maintenance	$32,000
Dental hygiene	$31,750
Manufacturing process tech.	$30,675
Telecommunications/interactive; info. specialists	$29,267
Registered nurse	$28,777
Personal computer certificate	$28,775
Computer science	$28,400
Computer programming	$28,066
Multimedia technician	$27,666
Occupational therapist assistant	$27,624
Physical therapy assistant	$27,564
Robotics/automated manufacturing	$27,500
Fuel tech.	$27,000
Computer assisted design	$26,891
Respiratory therapy	$26,877
Tractor-trailer/truck driving	$26,750
Engineering/civil/mechanical	$26,432
Radiological tech.	$26,090
Chemical tech.	$26,000
Industrial maintenance/repair	$26,000
Industrial tech.	$25,714
Emergency medical services/tech.	$25,571
Vacuum tech.	$25,500
Aviation maintenance	$25,000
Interpretation	$25,000
Therapeutic massage	$25,000
Surveying	$25,000
Computer tech/computer info systems	$24,990
Automotive	$24,925
Drafting and design	$24,800
Architectural tech.	$24,500
Machinist/machine tool tech.	$24,320
Electronics tech./elec. engineering	$24,255
Graphic arts	$23,320
Law enforcement/criminal justice/human services	$23,282
Construction/carpentry	$23,000
Business	$22,833
Biomedical tech.	$22,750
Computer applications/software	$22,605
Hospitality management/tourism	$22,500
Refrigeration/AC/heating	$22,416
Supervisor, leadership training, office administrative	$22,345
Golf course supervision	$22,333
Culinary arts	$22,200
Aviation /pilot program	$22,166
Environmental	$22,134
Agri-business	$22,000
Health info. tech.	$21,800
Special services (drug/alcohol, job counseling)	$21,000
Data management and processing	$20,395
Paralegal	$19,700
Licensed practical nursing	$19,647
Accounting	$19,220
Fire science	$19,000
Medical assistant	$18,833
Medical lab technician	$17,795
Allied health	$17,737
Early childhood development	$17,387
Veterinary tech.	$16,366
Managed health care	$15,500
All Fields	**$25,262**

Highest Educational Attainment of Persons Aged 25 and Older: 1992 to 1998 (in thousands)

Highest Level of Education	Year 1992	1993	1994	1995	1996	1997	1998	Percent Change 1992–1996
None	998	1,010	1,012	1,005	966	916	844	-15.4%
Elementary 1-4	2,451	2,370	2,144	2,069	2,061	1,924	1,990	-18.8%
Elementary 5-6	3,526	3,484	3,622	3,620	3,479	3,548	3,614	2.5%
Elementary 7-8	8,463	8,263	7,737	7,253	7,116	6,929	6,334	-25.2%
High school grade 9	4,219	3,967	3,986	3,965	4,133	4,026	3,902	-7.5%
High school grade 10	6,135	5,724	5,860	5,667	5,808	5,605	5,297	-13.7%
High school grade 11	7,318	7,376	7,079	6,934	7,161	7,580	7,577	3.5%
High school graduate/GED	57,864	57,589	58,516	56,450	56,559	57,586	58,714	1.5%
Some college, no degree	26,044	27,095	28,554	29,355	29,540	29,367	29,638	13.8%
Associate degree	9,479	10,356	11,460	11,894	12,171	12,407	12,868	35.8%
Vocational program	5,128	5,962	6,327	6,384	6,495	6,527	6,767	32.0%
Occupational program	4,351	4,394	5,133	5,510	5,676	5,880	6,101	40.2%
Bachelor's degree	22,766	23,619	2,456	25,313	26,540	27,357	28,305	24.3%
Master's degree	8,176	8,310	8,398	8,817	9,101	9,132	9,232	12.9%
Professional school degree	2,126	2,236	2,267	2,428	2,416	2,447	2,568	20.8%
Doctorate degree	1,272	1,425	1,623	1,668	1,611	1,761	1,868	46.9%
Total persons 25 or older[1]	**160,868**	**162,826**	**164,512**	**166,438**	**168,323**	**170,581**	**172,751**	**7.4%**
Percentage of Persons Aged 25 or Older								
None	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%	-21.2%
Elementary 1-4	1.5%	1.5%	1.3%	1.2%	1.2%	1.1%	1.2%	-24.4%
Elementary 5-6	2.2%	2.1%	2.2%	2.2%	2.1%	2.1%	2.1%	-4.6%
Elementary 7-8	5.3%	5.1%	4.7%	4.4%	4.2%	4.1%	3.7%	-30.3%
High school grade 9	2.6%	2.4%	2.4%	2.4%	2.5%	2.4%	2.3%	-13.9%
High school grade 10	3.8%	3.5%	3.6%	3.4%	3.5%	3.3%	3.1%	-19.6%
High school grade 11	4.5%	4.5%	4.3%	4.2%	4.3%	4.4%	4.4%	-3.6%
High school graduate/GED	36.0%	35.4%	35.6%	33.9%	33.6%	33.8%	34.0%	-5.5%
Some college, no degree	16.2%	16.6%	17.4%	17.6%	17.5%	17.2%	17.2%	6.0%
Associate degree	5.9%	6.4%	7.0%	7.1%	7.2%	7.3%	7.4%	26.4%
Vocational program	3.2%	3.7%	3.8%	3.8%	3.9%	3.8%	3.9%	22.9%
Occupational program	2.7%	2.7%	3.1%	3.3%	3.4%	3.4%	3.5%	30.6%
Bachelor's degree	14.2%	14.5%	1.5%	15.2%	15.8%	16.0%	16.4%	15.8%
Master's degree	5.1%	5.1%	5.1%	5.3%	.4%	5.4%	5.3%	5.1%
Professional school degree	1.3%	1.4%	1.4%	1.5%	1.4%	1.4%	1.5%	12.5%
Doctorate	0.8%	0.9%	1.0%	1.0%	1.0%	1.0%	1.1%	36.8%
Total persons 25 or older[1]	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.00%**	**0.0%**

Source: U.S. Bureau of the Census 1998c and 1999b

[1] Details may not equal totals because of rounding.

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Average Earnings by Educational Attainment and Selected Individual Characteristics: 1997

Highest Level of Educational Attainment	Male	Female	African American	Hispanic Origin	White	Total
Not a high school graduate	$19,575	$10,725	$13,185	$15,069	$16,596	$16,124
High school graduate	$28,307	$16,906	$18,980	$19,558	$23,618	$22,895
Some college / associate degree	$32,641	$19,856	$22,899	$22,001	$26,906	$26,235
Bachelor's degree	$50,056	$30,119	$32,062	$33,465	$41,439	$40,478
Advanced degree	$78,032	$42,744	$42,791	$58,571	$65,058	$63,229

Source: U.S. Bureau of the Census 1999b

Average Earnings by Educational Attainment in Current and Constant Dollars: 1975 to 1997

	1975	1980	1985	1990	1995	1996	1997	Percent Change 1975–1997
				Current Dollars				
Not a high school graduate	$6,198	$8,845	$10,726	$12,582	$14,013	$15,011	$16,124	160.1%
High school graduate	$7,843	$11,314	$14,457	$17,820	$21,431	$22,154	$22,895	191.9%
Some college/associate degree	$8,388	$12,409	$16,349	$20,694	$23,862	$25,181	$26,235	212.8%
Bachelor's degree	$12,332	$18,075	$24,877	$31,112	$36,980	$38,112	$40,478	228.2%
Advanced degree	$16,725	$23,308	$32,909	$41,458	$56,667	$61,317	$63,229	278.1%
All levels of education	**$8,552**	**$12,665**	**$17,181**	**$21,793**	**$26,792**	**$28,106**	**$29,514**	**245.1%**
				Constant 1997 Dollars				
Not a high school graduate	$18,490	$17,228	$15,999	$15,451	$14,758	$15,355	$16,124	-12.8%
High school graduate	$23,398	$22,038	$21,565	$21,883	$22,570	$22,662	$22,895	-2.1%
Some college/associate degree	$25,024	$24,170	$24,387	$25,412	$25,130	$25,759	$26,235	4.8%
Bachelor's degree	$36,790	$35,207	$37,107	$38,206	$38,945	$38,986	$40,478	10.0%
Advanced degree	$49,895	$45,400	$49,088	$50,911	$59,679	$62,724	$63,229	26.7%
All levels of education	**$25,513**	**$24,669**	**$25,628**	**$26,762**	**$28,216**	**$28,751**	**$29,514**	**15.7%**

Source: U.S. Bureau of the Census 1999b

Alabama

Major changes continue for Alabama's two-year college system as a reform-oriented board of education raises educational standards and connects programs with economic development. In response, the colleges are broadening their safety nets for underserved populations and sharpening their strategies for meeting business and industry needs.

In following up on initiatives suggested by the Task Force for Effectiveness Planning in Post-Secondary Education, the state reorganized the two-year colleges as one-stop centers and added regional advisory councils. The 15-member task force has been exploring improvement options since 1997. It periodically makes recommendations to the chancellor, whose proposals go to the nine-member board of education. The board governs Alabama's two-year colleges and oversees the K–12 system. The governor presides over the district-elected board. In addition to the community colleges and technical colleges, Alabama has two junior colleges and Athens State University, which offers only the upper two years of undergraduate courses.

A pilot program in the southwest, west-central, and northeastern areas of the state will address access issues for rural residents underserved by the four-year university system.

State education leaders expect the one-stop model adopted for the community colleges and technical colleges to make the institutions more customer driven in their transfer, career-technical, and developmental programs. The board decreed that the two-year colleges will expand career-related course options, respond quickly to employers' needs, pursue continuous quality improvement, develop a system of accountability, and ensure that students acquire the skills they need.

The state will most likely continue to pursue greater economies of scale within the two-year system, possibly seeking more institutional mergers and consolidations. State officials also anticipate that retirement incentives will create thousands of faculty and administrative openings.

One-third of Alabama's adult population is considered functionally illiterate; educators anticipate that the number of young adults without diplomas will increase by several thousand with the implementation of a new high school curricula and a rigorous graduation exam in 2000–01. State leaders want Alabama's two-year institutions, except for Athens State University, to take a larger role in adult literacy through the new Adult Education and Skills Training Divisions recently added to the campuses. The divisions will seek to help people obtain job skills quickly. State officials hope that once these people find work they will pursue GEDs and eventually more postsecondary education. Recipients of the Alabama Educational Diploma, a credential given to special education students who are exempt from the high school exam, may participate in the program as well.

A pilot program in the southwest, west-central, and northeastern areas of the state will address access issues for rural residents underserved by the four-year university system. This program, scheduled to begin in fall 2000, offers junior- and senior-level courses by the universities at several community colleges.

Alabama's economy continues to diversify as a result of jobs brought in by several international companies who built facilities there during the 1990s. The availability of jobs contributed to a drop in credit enrollment in the community colleges. The colleges have expanded their English-as-a-second-language courses, however, because the economic growth generated an influx of skilled and unskilled immigrants who lack English proficiency.

Community Colleges

Number of Colleges

Public	27
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	65,675
Fall 1998	67,575
Full year 1997-98	121,487

Student Characteristics

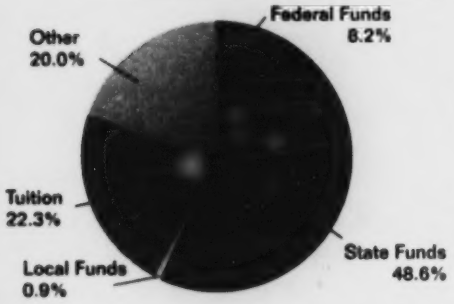
Gender	
Male	42.1%
Female	57.9%
Attendance status	
Full-time	53.2%
Part-time	46.8%
Race/ethnicity	
African American	23.8%
Asian/Pacific	0.9%
Hispanic	0.8%
Native American	1.0%
Percent minority	*26.5%*
White	72.2%
Other	1.3%

Age	Part-time	Full-time
17 or younger	2.8%	2.1%
18 to 21	26.1%	61.4%
22 to 29	32.3%	19.5%
30 to 39	20.5%	10.2%
40 or older	18.3%	6.8%

Percentage of Students from Within State

Public 2-year	95.2%
Independent 2-year	22.2%
Public 4-year	77.2%
Independent 4-year	53.2%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,345
Public 4-year	$2,621
Median income, family of 4	$51,156
Tuition as percentage of family income	
Public 2-year	2.6%
Public 4-year	5.1%

Average Faculty Salary

Public 2-year	$37,964
Independent 2-year	$26,259
Public 4-year	$45,377
Independent 4-year	$39,141

Expenditures per FTE Student

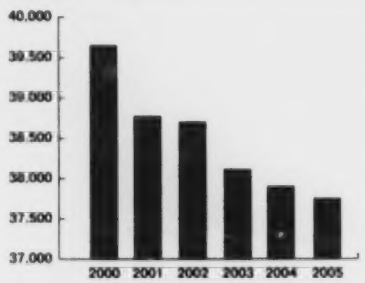
Total expenditures	$8,323
Student-related	$6,134
Instructional	$3,225

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	25.3%
2015	25.4%
Asian/Pacific	
2000	0.8%
2015	1.0%
Hispanic	
2000	0.8%
2015	1.0%
Native American	
2000	0.4%
2015	0.4%
White	
2000	72.7%
2015	72.2%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	17.7%
18 to 24 years	10.1%
25 to 44 years	29.9%
45 to 64 years	22.6%
65 and older	13.0%
Median age	36

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	112,163
International migrants	14,173

Migration / Immigration projections 2000-2015

Net internal migrants	596,576
International migrants	73,863

State Grant Aid

All aid (in thousands):	$7,706
Aid per resident:	$2.33

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	72.0%	41
Female	56.9%	41

Gross State Product (in billions)

Amount	$103.1
National rank	25

Unemployment Rate

March 1999	4.6
March 2000	3.9
Percent change	-17.9%
Rank, percent change	23

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Business services	47,500	36.5%
Agricultural services	8,600	34.1%
Other services	21,100	32.5%
Transportation by air	1,200	32.4%
Transportation services	1,200	32.4%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Tobacco products	100	25.0%
Coal mining	1,200	25.0%
Private households	4,900	22.5%
Oil and gas	500	17.9%
Federal, civilian	6,700	12.3%

Alaska

After more than a decade of flat funding, Alaska's higher education budget is growing. University of Alaska (UA) president Mark Hamilton convinced the legislature that Alaska needs to invest more in its people if it hopes to diversify and develop its economy. The legislature responded by committing new money to various associate degree programs. The UA system offers two-year and four-year degrees. Prince William Sound Community College in Valdez is the state's only separately accredited community college. Ilisagvik College is now part of the UA system but is also moving toward attaining separate accreditation.

The state's new UA Scholars Program offers tuition waivers for up to four years to students in the top 10 percent of every high school graduating class. In the past, many of Alaska's best students have gone to college in the lower 48 states and

not returned after graduation. The new program's structure creates an unprecedented opportunity, particularly for those who attend small high schools in remote areas. During the 1999–00 school year, 274 students (about 40 percent of those eligible) received tuition waivers. Applications for the 2000–01 program exceeded the first year.

New initiatives to increase the number of skilled workers began with the healthcare, information technology, and petroleum industries because of current and anticipated openings in these fields. Although the oil-and-gas industry is actually declining, it still employs a significant number of the state's workers. Petroleum-industry competitors and unions created the Alaska Process Industry Careers consortium with UA in fall 1999 to deal with the shortage of skilled workers expected to occur when those who built and maintained the oil pipeline reach retirement age. Less than six months after it started, the consortium began offering courses for an associate degree in process technology to 81 students at three UA campuses. The curriculum is modeled on award-winning programs offered at community colleges in Louisiana and Texas. It meets industry standards for highly skilled workers, and its credits transfer.

The state's new UA Scholars Program offers tuition waivers for up to four years to students in the top 10 percent of every high school graduating class.

In recent years, Prince William Sound Community College developed associate in applied science degree programs for millwright, safety, and oil-spill technology, to prepare replacements for retiring pipeline workers. The college's enrollment reached a record 2,100 students in spring 2000.

Alaska's location makes it a strategic place for retrieving satellite data, but arctic weather and the state's massive size hinder other high-tech communications. Internet access to remote villages is slow and expensive. The College of Rural Alaska, which serves the sparsely populated coastal, northern and interior regions as part of the University of Alaska–Fairbanks, relies in part on audio conferences. It delivers more than 100 courses using this telephone-based service, to students in their homes and to groups of students gathered in village centers and high schools. Many of courses count toward certificates and associate degrees.

Community Colleges

Number of Colleges

Public	5
Independent	0
Tribal	0

Credit Enrollment

Fall 1997	2,696
Fall 1998	2,871
Full year 1997-98	7,795

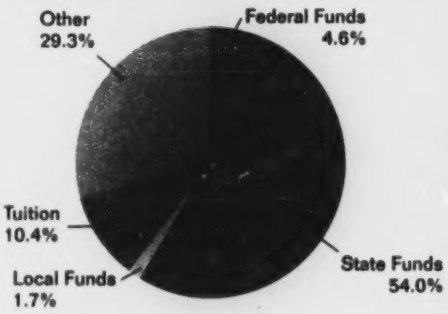
Student Characteristics

Gender		
Male		38.8%
Female		61.2%
Attendance status		
Full-time		18.6%
Part-time		81.4%
Race/ethnicity		
African American		1.0%
Asian/Pacific		2.7%
Hispanic		1.3%
Native American		15.0%
Percent minority		*20.0%*
White		66.2%
Other		13.7%
Age	Part-time	Full-time
17 or younger	18.2%	4.4%
18 to 21	6.0%	42.2%
22 to 29	13.9%	29.9%
30 to 39	22.8%	13.3%
40 or older	39.1%	10.2%

Percentage of Students from Within State

Public 2-year	96.6%
Independent 2-year	—
Public 4-year	80.1%
Independent 4-year	27.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,900
Public 4-year	$2,769
Median income, family of 4	$59,726
Tuition as percentage of family income	
Public 2-year	3.2%
Public 4-year	4.6%

Average Faculty Salary

Public 2-year	$61,909
Independent 2-year	—
Public 4-year	$50,979
Independent 4-year	$38,960

Expenditures per FTE Student

Total expenditures	$10,322
Student-related	$6,699
Instructional	$5,533

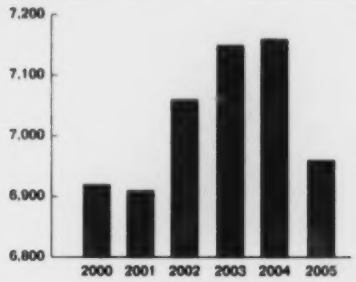
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	4.2%
2015	4.1%
Asian/Pacific	
2000	6.7%
2015	15.0%
Hispanic	
2000	4.5%
2015	5.6%
Native American	
2000	13.6%
2015	11.0%
White	
2000	70.9%
2015	64.3%

Age Distribution	
Under 5 years	8.0%
5 to 17 years	23.7%
18 to 24 years	11.4%
25 to 44 years	28.8%
45 to 64 years	22.3%
65 and older	5.6%
Median age	30.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-23,889
International migrants	8,843

Migration / Immigration Projections 2000-2015

Net internal migrants	-199,062
International migrants	58,293

State Grant Aid

All aid (in thousands):	$1,438
Aid per resident:	$3.40

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	80.8%	4
Female	67.8%	5

Gross State Product (in billions)

Amount	$24.5
National rank	45

Unemployment Rate

March 1999	6.7
March 2000	6.6
Percent change	-1.5%
Rank, percent change	42

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	7,700	40.5%
Transportation services	1,100	39.3%
Other services	5,100	34.2%
Business services	6,600	31.7%
Social services	4,600	31.3%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	200	11.8%
Federal, civilian	900	4.5%
Oil and gas	200	2.1%
Federal, military	0	0.0%
Pipelines	0	0.0%

Arizona

Arizona stands on the brink of potentially vast changes in its higher education system. A task force convened by Governor Jane Dee Hull has been examining "big picture" needs of higher education, and its Blueprint for Higher Education in Arizona may be the source of legislative proposals in 2001. Governor Hull created the task force after vetoing several community college–related initiatives proposed in 1999.

The 16-member task force has considered such topics as governance, finance, student assistance, and collaborations among the education sectors. Discussions center on higher education's connections to workforce development and economic issues.

The governor's proposal for an education sales tax of .6 percent won legislative approval for the November 2000 ballot. The initiative, if approved by voters, would generate an estimated $445 million for education. Eighty-five percent of the new money would go to K–12 programs and 15 percent to higher education. Community colleges' share of the sales tax would amount to $56 million per year.

Conversely, the state's income tax may be repealed. A citizens group gathered signatures to place the repeal on the November 2000 ballot. If successful, the Arizona initiative could eliminate half of the state's general fund revenue. Although Arizona's community colleges rely heavily on local property taxes, such a reduction would have a tremendous impact on the colleges as well as on other public services. Arizona may serve as a test for a national effort to repeal the federal income tax.

Growth remains a constant challenge for Arizona's community colleges. Migration and the robust economy's dependence on workers with up-to-date skills continues to fuel enrollments. Nine percent of the state's population attended courses in the community college system during 1998–99, and the

Arizona may serve as a test for a national effort to repeal the federal income tax.

Western Interstate Commission for Higher Education predicts high school graduation rates will increase by 28 percent during the next decade. The governor's task force received reports projecting that college enrollments will grow 25 percent by 2010 and another 20 percent by 2020.

A new tribal college, Tohono O'odham Community College, opened in Sells, Arizona. Diné College, affiliated with the Navajo Nation, has campuses in Arizona and in New Mexico.

Community Colleges

Number of Colleges

Public	19
Independent	1
Tribal	2

Credit Enrollment

Fall 1997	154,081
Fall 1998	164,428
Full year 1997-98	296,623

Student Characteristics

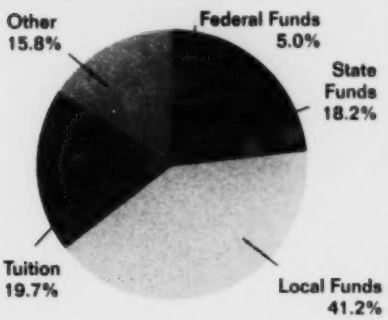
Gender	
Male	42.9%
Female	57.1%
Attendance status	
Full-time	25.1%
Part-time	74.9%
Race/ethnicity	
African American	3.5%
Asian/Pacific	2.6%
Hispanic	18.2%
Native American	5.0%
White	64.0%
Other	6.7%

Age	Part-time	Full-time
17 or younger	7.7%	3.3%
18 to 21	18.7%	60.4%
22 to 29	26.5%	22.4%
30 to 39	21.5%	8.7%
40 or older	25.6%	5.2%

Percentage of Students from Within State

Public 2-year	95.2%
Independent 2-year	—
Public 4-year	68.0%
Independent 4-year	67.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$819
Public 4-year	$2,158
Median income, family of 4	$49,397
Tuition as percentage of family income	
Public 2-year	1.7%
Public 4-year	4.4%

Average Faculty Salary

Public 2-year	$50,539
Independent 2-year	—
Public 4-year	$56,693
Independent 4-year	$46,480

Expenditures per FTE Student

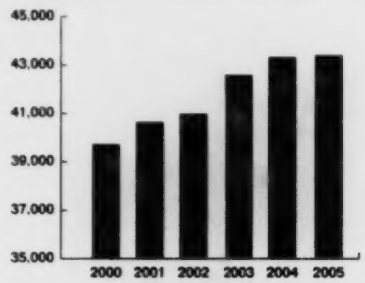
Total expenditures	$6,775
Student-related	$4,799
Instructional	$2,801

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	3.0%
2015	3.2%
Asian/Pacific	
2000	1.8%
2015	2.1%
Hispanic	
2000	18.2%
2015	22.0%
Native American	
2000	4.5%
2015	4.1%
White	
2000	72.4%
2015	68.5%
Age Distribution	
Under 5 years	8.1%
5 to 17 years	19.9%
18 to 24 years	9.6%
25 to 44 years	28.6%
45 to 64 years	20.7%
65 and older	13.2%
Median age	34.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	577,038
International migrants	106,150

Migration / Immigration Projections 2000-2015

Net internal migrants	830,688
International migrants	286,860

State Grant Aid

All aid (in thousands):	$2,731
Aid per resident:	$0.80

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	73.0%	36
Female	56.5%	44

Gross State Product (in billions)

Amount	$121.2
National rank	24

Unemployment Rate

March 1999	4.2
March 2000	3.2
Percent change	-31.3%
Rank, percent change	9

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	79,600	44.1%
Business services	85,200	42.7%
Other services	34,300	41.7%
Transportation services	3,800	39.2%
Agricultural services	15,000	36.8%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Industrial machinery	2,100	16.8%
Leather products	100	16.7%
Coal mining	100	10.0%
Private households	1,600	9.4%
Apparel and textile	400	8.9%

Arkansas

In Arkansas, statewide enrollments are growing by about 10 percent annually, a pace similar to that experienced in other states during the 1960s. Several institutions grew by as much as 30 to 50 percent. Attendance by African Americans increased 100 percent between 1994 and 1998. The period of accelerated growth began in 1991, when the state converted its technical institutes to technical colleges. Enrollments now average about 1,100 students per institution.

To respond to the two-year colleges' tremendous growth and to facilitate planning, the biennial legislative session that begins in January 2001 will consider allocating state money according to a funding formula. The proposed formula, created with the cooperation of all the colleges' presidents and chancellors, considers equity and performance among its criteria.

In Arkansas, statewide enrollments are growing by about 10 percent annually, a pace similar to that experienced in other states during the 1960s.

Though not officially a system, the two-year colleges work together on many issues through the Arkansas Association of Two-Year Colleges. The association's collaborative efforts include the Workforce Training Consortium and ACCESS Arkansas. The Workforce Training Consortium pools the colleges' faculty and financial resources to provide noncredit, customized training for business and industry. ACCESS Arkansas, which stands for Access College Courses for Every Student Statewide, provides about 100 Web-based courses to more than 1,000 students. The association also coordinates a variety of professional development programs for faculty and administrators.

Expanding information technology education remains a top issue as Arkansas pursues its economic development plans. Increasing scholarships for nontraditional students is another priority for the state education department.

Community Colleges

Number of Colleges

Public	23
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	38,233
Fall 1998	40,258
Full year 1997-98	60,809

Student Characteristics

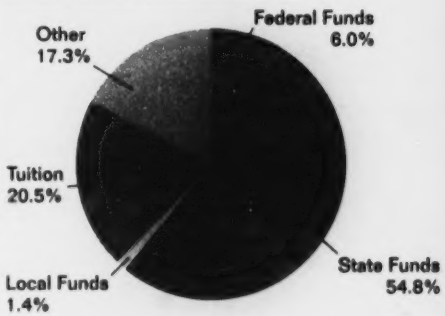
Gender	
Male	38.6%
Female	61.4%
Attendance status	
Full-time	45.7%
Part-time	54.3%
Race/ethnicity	
African American	18.8%
Asian/Pacific	1.2%
Hispanic	1.3%
Native American	0.9%
Percent minority	*22.1%*
White	77.0%
Other	0.9%

Age	Part-time	Full-time
17 or younger	18.5%	3.2%
18 to 21	19.3%	53.9%
22 to 29	25.3%	25.7%
30 to 39	18.4%	11.5%
40 or older	18.5%	5.7%

Percentage of Students from Within State

Public 2-year	97.6%
Independent 2-year	81.9%
Public 4-year	89.1%
Independent 4-year	52.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$948
Public 4-year	$2,590
Median income, family of 4	$44,471
Tuition as percentage of family income	
Public 2-year	2.1%
Public 4-year	5.8%

Average Faculty Salary

Public 2-year	$33,305
Independent 2-year	$19,172
Public 4-year	$44,311
Independent 4-year	$38,428

Expenditures per FTE Student

Total expenditures	$7,532
Student-related	$5,155
Instructional	$2,917

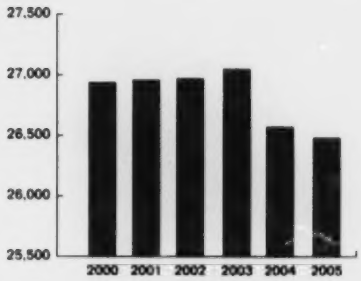
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	15.4%
2015	15.0%
Asian/Pacific	
2000	0.7%
2015	0.9%
Hispanic	
2000	1.2%
2015	1.8%
Native American	
2000	0.6%
2015	0.6%
White	
2000	82.1%
2015	81.7%
Age Distribution	
Under 5 years	7.0%
5 to 17 years	18.9%

18 to 24 years	9.9%
25 to 44 years	27.7%
45 to 64 years	22.4%
65 and older	14.2%
Median age	36

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	110,878
International migrants	10,204

Migration / Immigration Projections 2000-2015

Net internal migrants	458,388
International migrants	31,779

State Grant Aid

All aid (in thousands):	$20,235
Aid per resident:	$109.60

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	68.9%	49
Female	56.9%	42

Gross State Product (in billions)

Amount	$58.5
National rank	32

Unemployment Rate

March 1999	4.3
March 2000	4.1
Percent change	-4.9%
Rank, percent change	36

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	6,900	33.7%
Transportation services	800	32.0%
Health services	34,400	30.9%
Business services	23,700	29.7%
Other services	5,700	25.7%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	1,000	22.2%
Private households	2,100	20.8%
Oil and gas	700	15.6%
Textile mill production	400	12.1%
Petroleum products	100	11.1%

California

Serving well over a million students, the community colleges in California make up the largest system of higher education in the world. Student diversity reflects the system's role as the point of access to higher education for the majority of Californians.

During the next decade, 406,000 to 525,000 more students, or about 74 percent of all the new students expected to enter California's higher education system, will attend community colleges.

Researchers predict that California Community Colleges' (CCC) enrollments will increase as the state's population grows and the demand for skilled workers escalates. The enrollment surge has been dubbed Tidal Wave II because it is expected to bring the largest influx of young students onto college campuses since the baby boom generation came of age in the 1960s. During the next decade, 406,000 to 525,000 more students, or about 74 percent of all the new students expected to enter California's higher education system, will attend community colleges. The CCC system has grown 3 to 4 percent annually over the past five years. To accommodate this enormous growth without massive new construction, the system expanded its instructional calendar from 271 days in 1997 to 303 days in 2000 by adding courses during the summer, weekends, and between semesters.

Construction of the state's first new community college in 20 years began in spring 2000. The first phase of Folsom Lake Community College will open in 2001; it is expected to attain accreditation in 2003. Its site, 30 miles east of Sacramento, had been the high-tech center of Cosumnes River College.

The community college system shared in the state's budget surplus; its $2.5 billion budget for fiscal year 2001 represents a 9 percent increase over the previous year's appropriation and contains the largest single increase the system ever received. The legislature approved equalization funding, compensation for part-time instructors to hold office hours, and additional money for noncredit courses, but these items were vetoed by the governor. Despite large budget increases during the past several years, the system remains about $2,300 behind the national average for funding per student, with some community college districts lagging far behind others.

The large funding increases the community colleges enjoyed in recent years are tied to systematic improvements. The Partnership for Excellence, as the state's performance-based funding package

is known, provides substantial increases in state funds with the promise that colleges will demonstrate improvements. As long as the overall system meets its goals, individual institutions will not lose funding. Performance measures include transfer rate, course completion, and basic skills acquisition.

A measure on the November 2000 ballot will help the state's 72 community college districts obtain money for capital improvements if it passes. The measure—supported by Governor Gray Davis and the high-tech industry—lowers the threshold for approving construction bond issues from 66 percent to 55 percent of the electorate. In the past, local bond issues failed by narrow margins in many communities.

In 1998, a citizens' commission recommended the abolition of locally elected boards of trustees. Neither the chancellor nor any of the state's major community college advocacy groups embraced this proposal, and no changes have been made.

Community colleges and the state universities joined forces recently to improve teacher preparation. California State University trains most of California's teachers, but because 74 percent of its upper-division education majors begin their studies at community colleges, the Community College Teacher and Reading Development Partnerships are considered important for improving K–12 instruction.

Community Colleges

Number of Colleges

Public	108
Independent	13
Tribal	1

Credit Enrollment

Fall 1997	1,140,067
Fall 1998	1,123,945
Full year 1997-98	1,879,137

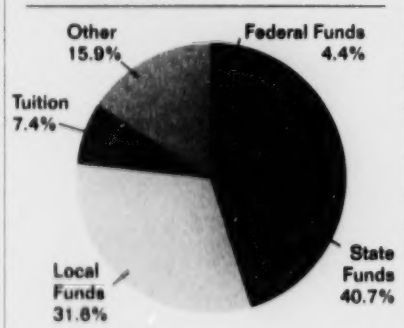
Student Characteristics

Gender		
Male	43.4%	
Female	56.6%	
Attendance status		
Full-time	28.8%	
Part-time	71.2%	
Race/ethnicity		
African American	7.8%	
Asian/Pacific	16.4%	
Hispanic	23.0%	
Native American	1.1%	
Percent minority	*48.3%*	
White	44.1%	
Other	7.6%	
Age	Part-time	Full-time
17 or younger	3.4%	2.8%
18 to 21	24.1%	59.8%
22 to 29	30.0%	23.0%
30 to 39	21.0%	8.7%
40 or older	21.5%	5.6%

Percentage of Students from Within State

Public 2-year	98.1%
Independent 2-year	98.5%
Public 4-year	97.0%
Independent 4-year	70.4%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$380
Public 4-year	$2,609
Median income, family of 4	$55,209
Tuition as percentage of family income	
Public 2-year	0.7%
Public 4-year	4.7%

Average Faculty Salary

Public 2-year	$56,462
Independent 2-year	$34,044
Public 4-year	$65,009
Independent 4-year	$63,394

Expenditures per FTE Student

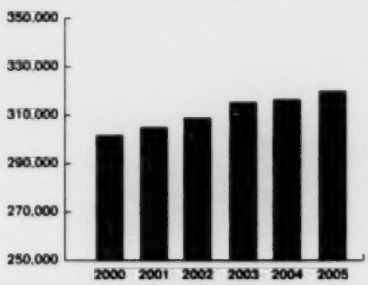
Total expenditures	$10,392
Student-related	$7,370
Instructional	$4,262

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	5.6%
2015	5.1%
Asian/Pacific	
2000	9.9%
2015	12.0%
Hispanic	
2000	24.7%
2015	28.4%
Native American	
2000	0.7%
2015	0.6%
White	
2000	59.1%
2015	53.9%
Age Distribution	
Under 5 years	7.5%
5 to 17 years	19.4%
18 to 24 years	10.0%
25 to 44 years	32.3%
45 to 64 years	19.8%
65 and older	11.0%
Median age	33.6

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-2,170,790
International migrants	2,280,354

Migration / Immigration Projections 2000-2015

Net internal migrants	-4,909,120
International migrants	9,015,612

State Grant Aid

All aid (in thousands):	$332,688
Aid per resident:	$13.74

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	75.1%	26
Female	58.1%	38

Gross State Product (in billions)

Amount	$1,033.0
National rank	1

Unemployment Rate

March 1999	5.3
March 2000	4.7
Percent change	-12.8%
Rank, percent change	29

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	468,100	37.8%
Business services	589,400	36.6%
Social services	175,300	34.1%
Transportation services	29,300	32.9%
Other services	266,000	31.9%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	1,300	23.6%
Oil and gas	5,200	15.2%
Electronic equipment	30,100	15.0%
Petroleum products	2,800	13.9%
Primary metals	3,200	10.5%

Colorado

In 2000, the system changed its name from the Colorado Community College and Occupational Education System to the Community Colleges of Colorado. Its board continues to have program approval for two district community colleges—Aims and Colorado Mountain—and for the Occupational Education System that provides vocational education in 150 school districts. Local taxes support these programs. The state agency—the only one in the nation responsible for both secondary and postsecondary career and technical education as well as community college governance—serves 250,000 students annually.

Working through the Higher Education Advanced Technologies Center, housed in the former Lowry Air Force Base, community college faculty help incumbent teachers learn how to incorporate technology in their classrooms.

The Rural Education Access Program (REAP), Colorado's newest collaborative effort, began in fall 2000 to help rural residents obtain bachelor's degrees. It may eventually boost local economies by keeping educated people in remote areas. The state provided $800,000 to support the coalitions of community colleges and four-year institutions that REAP relies on. The community colleges provide the facilities in which the visiting university professors teach upper-division courses; baccalaureate students also use the colleges' computers to take online courses. Access is an important aspect of the program, because many rural residents lack the means to attend distant four-year institutions or to buy personal computers. Residential Internet service is slow in the remote areas.

The Higher Education Advanced Technologies (HEAT) Center is another higher education partnership. Working through the center, housed in the former Lowry Air Force Base, community colleges have become more involved in teacher preparation. Community college faculty help incumbent teachers learn how to incorporate technology in their classrooms. They also work with university education professors on methods for training future teachers in new technologies. The Colorado Electronic Community College, a systemwide collaborative, pioneered Web-based courses and is now experimenting with providing students services via the Internet.

The Community Colleges of Colorado also hope to become involved in the nascent Colorado Institute of Technology (CIT) leadership. This nonprofit educational entity started in spring 2000 with $40 million from the high-tech companies. Its leaders want to raise $250 million from private sources that share their vision of Colorado as a national information technology center. Initial plans call for CIT to certify and support high-tech training provided by others, including community colleges. It will also provide student scholarships and faculty stipends.

Accountability and customer-driven educational services remain a priority for Colorado, one of the first states to institute performance-based budgeting. Performance on 10 measures determines about 30 percent of community colleges' funding. The criteria include freshmen retention; student success in terms of persistence, transfer, and employment; support of minority students; faculty teaching workloads; and progress on quality improvements. Community college leaders have lobbied to add workforce development to the funding criteria. The Colorado Commission on Higher Education also gathers

data on academic advising programs, involvement with K–12, and service learning.

Significant faculty and administrative retirements are expected during the next decade. The system is exploring new models for employing faculty and administrators and is examining methods for rewarding performance and for encouraging innovation.

Community Colleges

Number of Colleges

Public	15
Independent	0
Tribal	0

Credit Enrollment

Fall 1997	78,324
Fall 1998	80,200
Full year 1997-98	137,872

Student Characteristics

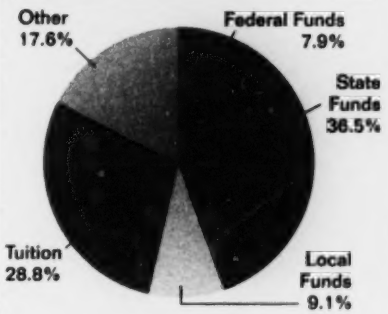
Gender	
Male	43.4%
Female	56.6%
Attendance status	
Full-time	27.4%
Part-time	72.6%
Race/ethnicity	
African American	4.2%
Asian/Pacific	2.8%
Hispanic	13.9%
Native American	1.4%
Percent minority	*22.3%*
White	71.9%
Other	5.8%

Age	Part-time	Full-time
17 or younger	8.9%	3.0%
18 to 21	16.2%	49.8%
22 to 29	23.9%	25.0%
30 to 39	22.4%	13.6%
40 or older	28.6%	8.6%

Percentage of Students from Within State

Public 2-year	83.8%
Independent 2-year	—
Public 4-year	71.6%
Independent 4-year	45.6%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,452
Public 4-year	$2,685
Median income, family of 4	$63,428
Tuition as percentage of family income	
Public 2-year	2.3%
Public 4-year	4.2%

Average Faculty Salary

Public 2-year	$37,875
Independent 2-year	—
Public 4-year	$53,655
Independent 4-year	$54,239

Expenditures per FTE Student

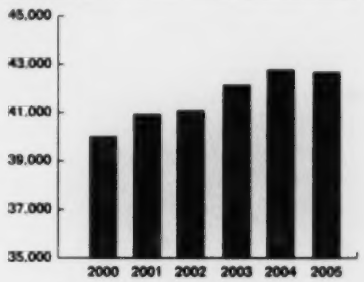
Total expenditures	$7,485
Student-related	$5,571
Instructional	$3,261

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	4.1%
2015	4.7%
Asian/Pacific	
2000	2.3%
2015	2.9%
Hispanic	
2000	12.5%
2015	15.1%
Native American	
2000	0.9%
2015	0.9%
White	
2000	80.3%
2015	76.5%
Age Distribution	
Under 5 years	7.1%
5 to 17 years	19.2%
18 to 24 years	9.7%
25 to 44 years	30.1%
45 to 64 years	23.9%
65 and older	10.1%
Median age	35.7

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	402,832
International migrants	65,380

Migration / Immigration Projections 2000-2015

Net internal migrants	562,047
International migrants	127,906

State Grant Aid

All aid (in thousands):	$56,322
Aid per resident:	$18.83

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	81.0%	3
Female	68.1%	3

Gross State Product (in billions)

Amount	$126.1
National rank	22

Unemployment Rate

March 1999	2.7
March 2000	2.6
Percent change	-3.8%
Rank, percent change	39

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Business services	98,400	41.9%
Other services	46,400	40.2%

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Transportation services	3,800	37.3%
Health services	59,800	36.2%
Agricultural services	10,800	35.2%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	400	26.7%
Textile mill production	100	25.0%
Coal mining	500	23.8%
Electronic equipment	2,100	14.5%
Oil and gas	2,500	14.0%

Connecticut

Funding remains an ongoing issue for Connecticut's public community colleges. Tuition, frozen at all of the state's higher education institutions for three academic years, went up for the 2000–01 year from $67 per credit hour to $70 per credit hour at the community colleges. The state opted to increase financial aid rather than continue its special appropriation to help cover costs related to the tuition freeze.

The community college system expects to seek state funding for its noncredit workforce development programs from the legislature again in 2001. The self-supporting Business and Industries Services Network coordinates contract training among all the colleges. The board of governors, which coordinates all of higher education in Connecticut, worked on developing accountability measures in 2000, but it was not clear how these might eventually be tied to funding.

All of the colleges officially dropped *technical* from their names in fall 1999.

All of the colleges, which had been known as community-technical colleges since merging with the former technical college system in 1989, officially dropped *technical* from their names in fall 1999. The name change followed marketing studies that found the colleges were often confused with the state's vocational-technical high schools. Even though technical is no longer in the name, technical education remains an important part of the colleges' comprehensive mission.

Several colleges plan to consolidate campuses as part of a large, multiyear facilities plan already underway. Consolidation has been a priority for the board of trustees since the merger of the community and technical colleges. Plans call for Capital Community College, for instance, to move from locations on the west and south sides of Hartford to a downtown site that may eventually house a consortium of the region's universities and colleges.

The community colleges make up the state's largest public postsecondary system, with about 40,000 students in credit courses and in 125,000 in noncredit courses. The community colleges provide most course content for the Connecticut Consortium for Distance Learning.

Community Colleges

Number of Colleges

Public	12
Independent	4
Tribal	0

Credit Enrollment

Fall 1997	41,697
Fall 1998	40,830
Full year 1997-98	57,211

Student Characteristics

Gender	
Male	39.6%
Female	60.4%
Attendance status	
Full-time	26.0%
Part-time	74.0%
Race/ethnicity	
African American	12.2%
Asian/Pacific	2.6%
Hispanic	8.9%
Native American	0.5%
Percent minority	*24.3%*
White	69.3%
Other	6.3%

Age	Part-time	Full-time
17 or younger	1.4%	4.2%
18 to 21	17.2%	63.7%
22 to 29	29.7%	19.6%
30 to 39	26.7%	8.0%
40 or older	24.9%	4.5%

Percentage of Students from Within State

Public 2-year	98.9%
Independent 2-year	100.0%
Public 4-year	84.7%
Independent 4-year	28.5%

Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,814
Public 4-year	$4,345
Median income, family of 4	$75,534
Tuition as percentage of family income	
Public 2-year	2.4%
Public 4-year	5.8%

Average Faculty Salary

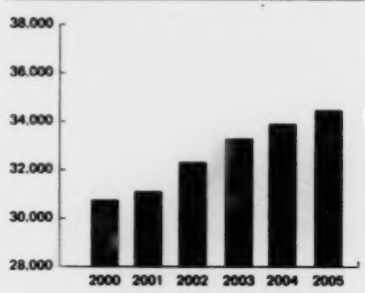
Public 2-year	$50,780
Independent 2-year	$36,365
Public 4-year	$64,812
Independent 4-year	$64,819

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	9.1%
2015	10.6%
Asian/Pacific	
2000	2.2%
2015	3.4%
Hispanic	
2000	8.1%
2015	11.3%
Native American	
2000	0.2%
2015	0.3%
White	
2000	80.4%
2015	74.5%
Age Distribution	
Under 5 years	6.6%
5 to 17 years	18.6%
18 to 24 years	7.8%
25 to 44 years	30.8%
45 to 64 years	21.9%
65 and older	14.3%
Median age	37

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-226,370
International migrants	73,389

Migration / Immigration Projections 2000-2015

Net internal migrants	-353,467
International migrants	347,616

State Grant Aid

All aid (in thousands):	$33,117
Aid per resident:	$13.50

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	74.0%	32
Female	61.5%	27

Gross State Product (in billions)

Amount	$134.6
National rank	21

Unemployment Rate

March 1999	3.1
March 2000	2.1
Percent change	-47.6%
Rank, percent change	2

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	65,300	31.9%
Business services	46,900	30.8%
Transportation services	2,800	30.8%
Agricultural services	5,700	30.3%
Other services	21,800	29.8%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Textile mill production	900	50.0%
Apparel and textile	1,200	27.9%
Tobacco products	100	25.0%
Stone, clay, glass	700	22.6%
Electronic equipment	4,900	20.6%

Delaware

The Delaware Technical and Community College (DTCC) serves the state with four campuses. Its primary mission is to facilitate workforce and economic development.

It also provides training for semiprofessional fields and information technology training for professionals seeking to enhance their computer skills.

The college's Educational Technology Certificate Program received national recognition with the 2000 Bellwether Award, granted by the Community College Futures Assembly to community colleges demonstrating innovative practices. The ETC program, developed in response to the state's education reform initiatives, helps teachers of every level from kindergarten to college learn how to use computers and incorporate them into their lessons.

The ETC program involves business, government, K–12 districts, and college faculty. More than 550 professionals from public schools and colleges registered for the program; more than 200 earned introductory certificates. In June 2000, 24 from the initial class received advanced certificates.

DTCC secured two federal grants in 2000, totaling more than $950,000, aimed at bridging the "digital divide" between those with computer access and those without it. One grant will pay for the development and operation of a mobile community technology center with 12 computer stations for Internet access and various software applications. The center will expand computer literacy services to residents of urban and rural areas.

The second grant will develop a Community Technology Centers Network. This network will improve access to technology for residents across the state through partnerships with community centers. It is also intended to increase

contact between underserved people and institutions of higher education.

The National Alliance of Business (NAB) selected DTCC as Community College of the Year in 1999 because of the comprehensive nature and flexibility of its programs. In its citation, NAB noted the statewide college's leadership and innovation in customized training, education technology, and early childhood development centers.

The National Alliance of Business selected DTCC as Community College of the Year in 1999.

The college offers a variety of distance learning options including online courses, two-way interactive classrooms, telecourses, teleclasses, and cable broadcasts.

Community Colleges

Number of Colleges

Public	1
Independent	0
Tribal	0

Credit Enrollment

Fall 1997	12,009
Fall 1998	12,860
Full year 1997-98	18,137

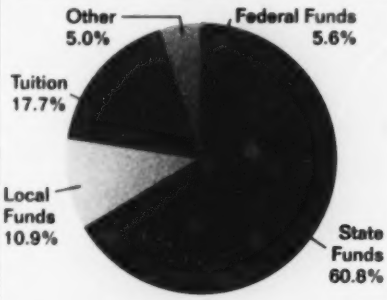
Student Characteristics

Gender		
Male		40.4%
Female		59.6%
Attendance status		
Full-time		38.1%
Part-time		61.9%
Race/ethnicity		
African American		18.5%
Asian/Pacific		2.3%
Hispanic		3.0%
Native American		0.8%
Percent minority		*24.5%*
White		74.7%
Other		0.8%
Age	Part-time	Full-time
17 or younger	2.8%	0.7%
18 to 21	19.7%	59.1%
22 to 29	31.5%	23.0%
30 to 39	25.7%	10.2%
40 or older	20.3%	7.1%

Percentage of Students from Within State

Public 2-year	93.4%
Independent 2-year	—
Public 4-year	40.4%
Independent 4-year	75.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,380
Public 4-year	$4,462
Median income, family of 4	$65,157
Tuition as percentage of family income	
Public 2-year	2.1%
Public 4-year	6.8%

Average Faculty Salary

Public 2-year	$44,156
Independent 2-year	—
Public 4-year	$62,507
Independent 4-year	$56,224

Expenditures per FTE Student

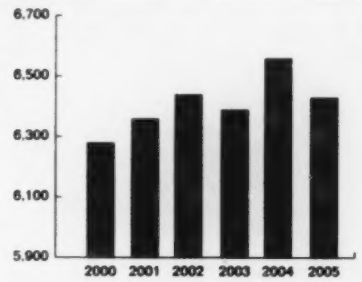
Total expenditures	$9,812
Student-related	$6,274
Instructional	$4,136

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	18.6%
2015	20.6%
Asian/Pacific	
2000	1.9%
2015	2.4%
Hispanic	
2000	3.2%
2015	4.4%
Native American	
2000	0.3%
2015	0.2%
White	
2000	76.1%
2015	72.4%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	17.6%
18 to 24 years	9.2%
25 to 44 years	32.3%
45 to 64 years	21.3%
65 and older	13.0%
Median age	35.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	35,058
International migrants	9,260

Migration / Immigration Projections 2000-2015

Net internal migrants	41,475
International migrants	25,163

State Grant Aid

All aid (in thousands):	$2,008
Aid per resident:	$3.52

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	74.7%	28
Female	62.3%	23

Gross State Product (in billions)

Amount	$31.6
National rank	41

Unemployment Rate

March 1999	3.3
March 2000	3.3
Percent change	0.0%
Rank, percent change	43

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	12,300	34.6%
Business services	12,300	33.6%
Agricultural services	1,500	31.9%
Other services	3,800	30.9%
Transportation services	300	27.3%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Electronic equipment	100	25.0%
Apparel and textile	300	25.0%
Private households	500	17.2%
Textile mill production	100	14.3%
Petroleum products	100	12.5%

Florida

Florida will restructure the governance of its higher education system during the next several years. Beginning in 2003, a governor-appointed state board of education will oversee the state's entire education system from kindergarten to community colleges and universities. Proponents of the restructuring hope it will help students progress more smoothly through the educational system.

In recent years, Florida raised K–12 academic standards, and it has implemented a new high school exam beginning in 2000–01.

Local trustees appointed by the governor will continue to govern Florida's public community colleges, according to legislation passed in 2000. But several coordinating boards, such as the Florida State Board of Community Colleges, will be eliminated. These agencies may continue working under slightly different names and responsibilities, depending on the details of the transition worked out by a task force.

Community college advocates hope the redesigned system will result in more equitable distribution of state funds. Community colleges received a 4 percent increase for fiscal year 2001, while universities received a 10 percent increase and K–12 an 8 percent increase.

Florida already uses performance-based budgeting to distribute about $10 million to community colleges. Outcome measures used for allocating this portion of state funds include the number of students who graduate and the number of students who complete remedial education programs. The performance measures also consider how quickly students complete degree programs and how financially disadvantaged students fare.

Community colleges compete with one another for a portion of their workforce development funds. The state divides 15 percent of its workforce development money among these service providers according to the number of students who complete occupational programs and find employment in their fields of study.

In recent years, Florida raised K–12 academic standards, and it has implemented a new high school exam beginning in 2000–01. Florida already struggles with high dropout and low graduation rates. Sixty percent of Florida's new high school graduates are not prepared for college-level courses. Among the public postsecondary institutions, the state mandates that only community colleges offer remedial education courses, so universities frequently contract with community colleges for these services.

The state has instituted The One Florida Initiative, which guarantees students in the top 20 percent of their high school graduating class admittance to the university system. The initiative is considered an alternative to traditional affirmative action plans used in university admissions policies. Community college leaders expect the initiative to affect enrollments, but because cost and other factors also influence students' decision, it will take several years to see the full effect of the new policy.

Florida's ethnic diversity continues to challenge and enrich its educational system. Miami-Dade Community College, for instance, has students from 158 different ethnic groups.

Through the Florida Community College Distance Learning Consortium, the colleges pool their resources and offer complete degree programs online.

Community Colleges

Number of Colleges

Public	28
Independent	3
Tribal	0

Credit Enrollment

Fall 1997	324,628
Fall 1998	318,541
Full year 1997-98	552,010

Student Characteristics

Gender	
Male	40.6%
Female	59.4%
Attendance status	
Full-time	32.7%
Part-time	67.3%
Race/ethnicity	
African American	14.6%
Asian/Pacific	2.7%

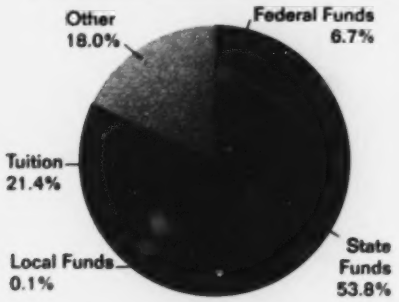
Hispanic	17.0%
Native American	0.5%
Percent minority	*34.9%*
White	62.8%
Other	2.3%

Age	Part-time	Full-time
17 or younger	5.7%	1.7%
18 to 21	24.2%	58.3%
22 to 29	31.6%	23.6%
30 to 39	21.3%	10.4%
40 or older	17.2%	5.9%

Percentage of Students from Within State

Public 2-year	90.9%
Independent 2-year	—
Public 4-year	85.2%
Independent 4-year	54.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,250
Public 4-year	$2,022
Median income, family of 4	$52,581
Tuition as percentage of family income	
Public 2-year	2.4%
Public 4-year	3.8%

Average Faculty Salary

Public 2-year	$42,521
Independent 2-year	$26,826
Public 4-year	$53,761
Independent 4-year	$48,962

Expenditures per FTE Student

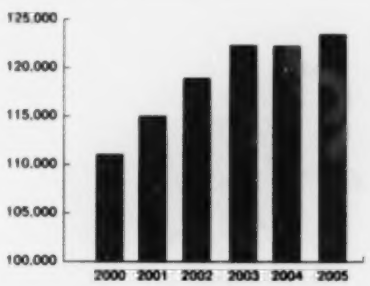
Total expenditures	$8,194
Student-related	$5,789
Instructional	$3,158

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	13.2%
2015	13.8%
Asian/Pacific	
2000	1.5%
2015	1.9%
Hispanic	
2000	13.6%
2015	17.1%
Native American	
2000	0.3%
2015	0.3%
White	
2000	71.4%
2015	66.9%
Age Distribution	
Under 5 years	6.3%
5 to 17 years	17.3%
18 to 24 years	8.2%
25 to 44 years	28.0%
45 to 64 years	22.0%
65 and older	18.1%
Median age	38.7

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	1,108,514
International migrants	640,109

Migration / Immigration Projections 2000-2015

Net internal migrants	3,995,218
International migrants	1,915,077

State Grant Aid

All aid (in thousands):	$170,537
Aid per resident:	$14.78

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	70.2%	46
Female	55.1%	48

Gross State Product (in billions)

Amount	$380.1
National rank	5

Unemployment Rate

March 1999	3.8
March 2000	3.6
Percent change	-5.6%
Rank, percent change	35

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Pipelines	100	100.0%
Health services	325,100	44.1%
Other services	113,200	40.8%
Transportation services	18,400	40.4%
Business services	308,000	39.8%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Tobacco products	300	33.3%
Leather products	500	21.7%
Private households	11,000	14.4%
Fabricated metals	3,700	13.1%
Chemicals	2,500	12.6%

Georgia

Colleges within the University of Georgia (UG) system and those covered by the Georgia Department of Technical and Adult Education (DTAE) carry out community college missions.

The University of Georgia Board of Regents oversees two-year colleges in addition to the state's research and regional universities. Until recently, Dalton and Macon state colleges offered only associate degrees, but during the past two years they have extended several of their programs to the baccalaureate level. Bainbridge College, Coastal Georgia Community College, Dalton State College, and Clayton College and State University offer career and vocational programs in cooperation with the DTAE. The other two-year UG institutions focus primarily on liberal arts transfer programs; several of the universities also grant associate degrees.

DTAE's Fatherhood Program helps noncustodial parents receive training so they can obtain better jobs and fulfill their financial responsibilities to their children.

Various reforms have added to the climate of educational change in Georgia. Concerns about inadequately prepared students prompted new admissions and remedial education policies within the university system. A recent board of regents study found that one-third of college-bound Georgia high school graduates are unprepared for college-level academic work. Beginning in summer 2001, recent high school graduates must complete a college preparatory curriculum to enroll in the universities. Applicants' GPAs and exam scores will be indexed to determine who gains admission.

The two-year colleges will also use stricter admission standards, although they will make allowances for holders of vocational-technical diplomas. Evaluations of nontraditional students' admissions applications will use less rigid standards. The two-year colleges will be the main providers of remedial education. Only nontraditional students may take remedial education courses at the universities beginning in fall 2001.

The regents staff is also working on a master plan for technology and a benchmarking system that compares Georgia's colleges and universities with peer institutions nationally.

Workforce development is the primary mission of the Department of Technical and Adult Education. DTAE provides adult literacy and education classes, as well as customized business training and occupational programs, through its technical colleges and technical institutes. Their work on Georgia's Quick Start program has provided customized training for more than 325,000 employees at 3,100 businesses since 1967. Fortune magazine, among others, has commended its effectiveness.

Georgia's A+ Education Reform Act of 2000 allows the associate degree–granting institutions under the DTAE umbrella to change their names from institute to college. DTAE officials consider the name change a marketing advantage as they promote a seamless postsecondary system. The colleges continue to focus on occupational preparation, though most have transfer agreements with the University of Georgia system.

The rapid growth of Georgia's population shows up in the 110 percent enrollment increase at DTAE institutions from 1990 to 2000. The institutions graduated 14,000 students in 1999.

To help the technical system keep up with demand, the legislature agreed to a new funding formula that provides more money and a more predictable revenue stream. The formula considers the costs for various types of instruction plus facility maintenance and equipment replacement. It also has matching challenge grants that in 2001 will require the colleges and institutes collectively to raise $6.6 million in donations or equipment.

One of the special services available statewide through DTAE's one-stop centers is the Fatherhood Program. This collaboration with the Child Support Enforcement Department helps noncustodial parents receive training so they can obtain better jobs and fulfill their financial responsibilities to their children. The program includes parenting classes.

Community Colleges

Number of Colleges

Public	30
Independent	6
Tribal	0

Credit Enrollment

Fall 1997	69,691
Fall 1998	76,202
Full year 1997-98	118,594

Student Characteristics

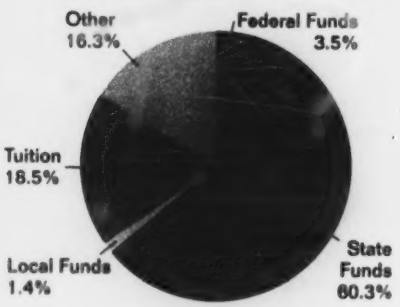
Gender	
Male	40.8%
Female	59.2%
Attendance status	
Full-time	45.2%
Part-time	54.8%
Race/ethnicity	
African American	28.8%
Asian/Pacific	2.5%
Hispanic	1.8%
Native American	0.3%
Percent minority	*33.4%*
White	64.5%
Other	2.0%

Age	Part-time	Full-time
17 or younger	3.4%	1.6%
18 to 21	25.7%	60.0%
22 to 29	36.1%	23.3%
30 to 39	21.3%	9.4%
40 or older	13.5%	5.7%

Percentage of Students from Within State

Public 2-year	96.3%
Independent 2-year	94.8%
Public 4-year	90.7%
Independent 4-year	50.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,206
Public 4-year	$2,422
Median income, family of 4	$55,989
Tuition as percentage of family income	
Public 2-year	2.2%
Public 4-year	4.3%

Average Faculty Salary

Public 2-year	$39,390
Independent 2-year	$30,670
Public 4-year	$52,247
Independent 4-year	$48,839

Expenditures per FTE Student

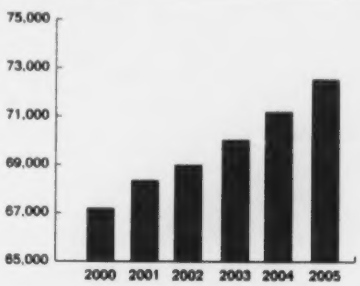
Total expenditures	$9,994
Student-related	$7,555
Instructional	$4,397

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	28.3%
2015	30.9%
Asian/Pacific	
2000	1.8%
2015	2.2%
Hispanic	
2000	2.3%
2015	2.9%
Native American	
2000	0.2%
2015	0.2%
White	
2000	67.4%
2015	63.8%
Age Distribution	
Under 5 years	7.4%
5 to 17 years	19.0%
18 to 24 years	9.9%
25 to 44 years	32.7%
45 to 64 years	21.2%
65 and older	9.8%
Median age	34

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	665,418
International migrants	105,839

Migration / Immigration Projections 2000-2015

Net internal migrants	1,034,478
International migrants	316,864

State Grant Aid

All aid (in thousands):	$221,350
Aid per resident:	$38.62

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.4%	16
Female	63.1%	19

Gross State Product (in billions)

Amount	$229.5
National rank	10

Unemployment Rate

March 1999	3.7
March 2000	3.1
Percent change	-19.4%
Rank, percent change	18

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Transportation services	10,400	50.7%
Health services	146,300	49.1%
Business services	130,500	39.5%
Other services	47,600	39.0%
Agricultural services	13,800	32.6%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	300	23.1%
Oil and gas	200	16.7%
Private households	5,800	15.7%
Petroleum products	100	12.5%
Apparel and textile	6,400	11.6%

Hawaii

The University of Hawaii Community Colleges (UHCC) make the most of their unique location between East and West. In addition to the usual array of comprehensive community college programs, these colleges offer courses that reflect the state's blend of Pacific Island, American, and Asian cultures. Hawaii's isolation—farther from land mass than any other populated area of the world—and its high cost of living pose constant challenges for the college system, however.

Aeronautics and aviation programs offered by the community colleges draw many international students to the islands.

Asian economic problems have had a detrimental effect on Hawaii's economy in general and on state support for higher education in particular. From fiscal year 1994 to fiscal year 1999, the UHCC net budget decreased from $78.5 million to $73.9 million. Nevertheless, taxpayers cover close to 85 percent of students' education costs.

The community colleges' programs extend statewide efforts to diversify an economy long dependent on tourism and agriculture. Aeronautics and aviation programs offered by the community colleges draw many international students to the islands. The Pacific Center for Advanced Technical Training, scheduled to open at Honolulu Community College in September 2000, will provide quick responses to high-tech industries' requests for specialized training.

Hawaii's leadership in the hospitality industry remains strong. The Culinary Institute of the Pacific housed at Kapi`olani Community College, for instance, attracts food service professionals from around the world who want to learn more about the delicacies of Asian and Pacific Rim cuisine.

Because the community colleges are on islands and in some places are the sole source of postsecondary education, they have developed a sophisticated distance education system. They use the Hawaii Interactive Television System, cable television, and the Internet to deliver courses. Beginning in fall 2000, students may complete the course work for an associate in arts degree entirely through these electronic services.

UHCC's Education Training Center provides vocational and remedial education and other support services for underprepared and unemployed adults as well as at-risk youth.

A vice president of the University of Hawaii serves as chancellor of the community colleges. Each college has its own provost but no trustees. The university's Board of Regents governs the colleges. The governor appoints the regents.

Community Colleges

Number of Colleges

Public	7
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	24,899
Fall 1998	24,909
Full year 1997-98	34,838

Student Characteristics

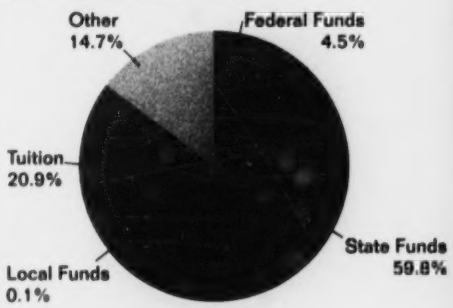
Gender	
Male	44.2%
Female	55.8%
Attendance status	
Full-time	44.0%
Part-time	56.0%
Race/ethnicity	
African American	1.1%
Asian/Pacific	74.6%
Hispanic	2.1%
Native American	0.3%
Percent minority	*78.1%*
White	18.9%
Other	3.0%

Age	Part-time	Full-time
17 or younger	2.6%	4.6%
18 to 21	29.5%	57.0%
22 to 29	35.1%	24.5%
30 to 39	18.4%	9.1%
40 or older	14.5%	4.9%

Percentage of Students from Within State

Public 2-year	98.7%
Independent 2-year	100.0%
Public 4-year	92.6%
Independent 4-year	44.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$956
Public 4-year	$2,880
Median income, family of 4	$61,838
Tuition as percentage of family income	
Public 2-year	1.5%
Public 4-year	4.7%

Average Faculty Salary

Public 2-year	$45,628
Independent 2-year	—
Public 4-year	$58,800
Independent 4-year	$49,215

Expenditures per FTE Student

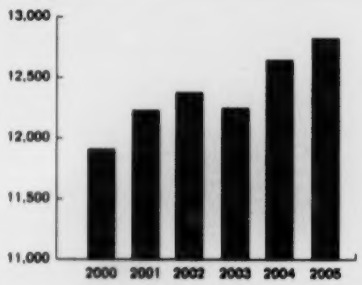
Total expenditures	$8,008
Student-related	$5,962
Instructional	$3,984

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	2.3%
2015	2.2%
Asian/Pacific	
2000	58.4%
2015	58.7%
Hispanic	
2000	7.9%
2015	8.7%
Native American	
2000	0.4%
2015	0.5%
White	
2000	31.0%
2015	29.9%
Age Distribution	
Under 5 years	6.8%
5 to 17 years	17.6%
18 to 24 years	10.1%
25 to 44 years	29.1%
45 to 64 years	22.7%
65 and older	13.7%
Median age	36.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-99,371
International migrants	54,227

Migration / Immigration Projections 2000-2015

Net internal migrants	16,558
International migrants	215,439

State Grant Aid

All aid (in thousands):	$493
Aid per resident:	$0.55

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	72.2%	40
Female	63.2%	18

Gross State Product (in billions)

Amount	$38.0
National rank	40

Unemployment Rate

March 1999	5.8
March 2000	4.2
Percent change	-38.1%
Rank, percent change	4

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Rubber and plastics	100	50.0%
Health services	17,100	35.0%
Nonmetallic minerals	100	33.3%
Agricultural services	3,300	33.3%
Business services	15,700	33.2%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Food and kindred	1,100	17.7%
Private households	400	14.0%
Apparel and textile	300	10.3%
Stone, clay, glass	100	6.3%
Federal, civilian	1,900	6.1%

Idaho

One of the biggest issues facing Idaho's public community colleges is the continuation of local property taxes. The legislature debated the tax several times in recent years without a clear resolution.

The issue centers more on local autonomy than on money, because the state plans to make up the revenue lost if the local tax collections stop. The College of Southern Idaho receives property tax revenues from two counties; North Idaho College receives local property taxes from one county. Some residents of these three counties consider the tax a burden. Others voice concern that without a local funding mechanism, the control of the colleges' local boards of trustees will be diminished. Curriculum issues and capital expenditures, as well as the colleges' state funding requests, already go before the state board of education.

In addition to the two comprehensive community colleges, associate degrees and certification programs are offered at Eastern Idaho Technical college and at three technical colleges that are part of the state's public four-year college and university system. Idaho is also home to Ricks College, the largest private two-year college in the nation, with more than 8,600 students. Ricks is affiliated with the Church of Jesus Christ of Latter Day Saints.

Community college enrollments have grown as a robust economy draws people to Idaho for jobs in personal computer manufacturing, software support and biomedical industries. The state's dual enrollment program is comparable to that of most states, bringing between 5.5 and 6 percent of high school students to community college campuses for technical training and for head starts on four-year degrees. The colleges' partnership agreements

with high schools and universities for various programs have generated an array of collaborations.

Perhaps the most profound influence on education in Idaho is a private source, the J. A. and Kathryn Albertson Foundation. Though created in 1966, the foundation has focused exclusively on Idaho educational endeavors in recent years. Kathryn Albertson's donation in 1997 of 20 million shares of stock in the family's grocery store chain, Albertson's, Inc., increased the foundation's assets to $700 million. Consequently, its disbursements have jumped from about $2.5 million a year to $45.2 million in 1999. Its grants to higher education focus on improving teacher preparation. For example, the foundation supports the community colleges' efforts to provide information technology training to teachers.

Perhaps the most profound influence on education in Idaho is a private source, the J. A. and Kathryn Albertson Foundation.

The community colleges endeavor to respond sensitively to Idaho's cultural history. North Idaho College occupies the original site of the Coeur d'Alene tribe and works with the tribe to preserve the site. Together they are building a Native American Cultural Center on campus.

Community Colleges

Number of Colleges

Public	5
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	20,172
Fall 1998	20,125
Full year 1997-98	30,676

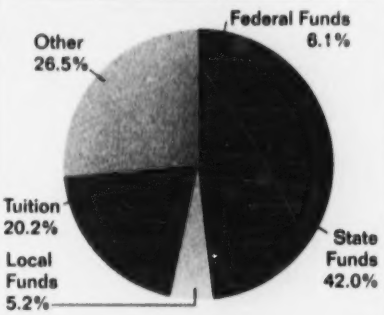
Student Characteristics

Gender		
Male	41.9%	
Female	58.1%	
Attendance status		
Full-time	68.6%	
Part-time	31.4%	
Race/ethnicity		
African American	0.7%	
Asian/Pacific	1.4%	
Hispanic	3.4%	
Native American	1.0%	
Percent minority	6.4%	
White	88.8%	
Other	4.7%	
Age	Part-time	Full-time
17 or younger	3.8%	1.8%
18 to 21	21.7%	63.1%
22 to 29	29.7%	25.2%
30 to 39	20.2%	6.2%
40 or older	24.6%	3.8%

Percentage of Students from Within State

Public 2-year	92.4%
Independent 2-year	31.2%
Public 4-year	88.4%
Independent 4-year	61.6%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,106
Public 4-year	$2,380
Median income, family of 4	$49,174
Tuition as percentage of family income	
Public 2-year	2.2%
Public 4-year	4.8%

Average Faculty Salary

Public 2-year	$37,556
Independent 2-year	$46,442
Public 4-year	$45,186
Independent 4-year	$40,158

Expenditures per FTE Student

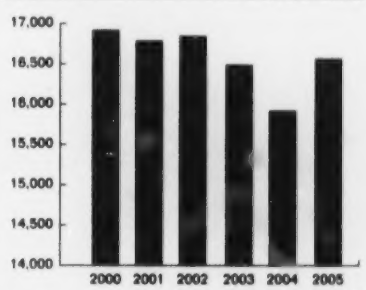
Total expenditures	$10,314
Student-related	$7,535
Instructional	$4,041

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.6%
2015	0.8%
Asian/Pacific	
2000	1.2%
2015	1.4%
Hispanic	
2000	6.7%
2015	9.0%
Native American	
2000	1.5%
2015	1.6%
White	
2000	90.2%
2015	87.2%
Age Distribution	
Under 5 years	7.4%
5 to 17 years	20.6%
18 to 24 years	11.5%
25 to 44 years	27.2%
45 to 64 years	21.9%
65 and older	11.3%
Median age	33.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	136,339
International migrants	18,044

Migration / Immigration Projections 2000-2015

Net internal migrants	285,938
International migrants	34,552

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State Grant Aid

All aid (in thousands):	$1,053
Aid per resident:	$1.17

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	79.0%	7
Female	63.3%	16

Gross State Product (in billions)

Amount	$29.1
National rank	43

Unemployment Rate

March 1999	5.8
March 2000	4.7
Percent change	-23.4%
Rank, percent change	16

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Instruments	200	40.0%
Motor vehicles	300	37.5%
Agricultural services	6,900	36.5%
Health services	13,800	34.4%
Water transportation	100	33.3%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Oil and gas	100	33.3%
Metal mining	200	18.2%
Private households	500	13.2%
Farm	3,000	8.4%
Mining	200	7.1%

Illinois

The Illinois Community College Board (ICCB) plans to make literacy a top state priority. The legislature and governor added adult literacy and adult education to the board's responsibilities in 2000. Previously, public schools and other entities shared this task with community colleges, which provided 70 percent of the services.

If an employer finds a student's skills wanting in the areas identified by his or her college credentials, the student receives free retraining.

Classes will continue at public schools and other sites, but the ICCB will oversee all the offerings. Approximately 93,000 Illinois residents attended adult education courses in 1999; 54,000 of those took English-as-a-second-language (ESL) classes. Despite a high level of postsecondary participation, illiteracy persists in Illinois. An estimated 23 percent of the state's population is illiterate.

As the nation's third-largest community college system, ICCB enjoys broad support from citizens and legislators. Nearly 1 in 11 of the state's residents attended a public community college during 1999. Illinois is home to the nation's first continuously operating public community college—Joliet Junior College founded in 1901—and remains receptive to community college innovations.

While drafting its new strategic plan, The Promise for Illinois, the board discussed the possibility of expanding the definition of "free public education." It would like to make the first 15 credit hours at community colleges free to Illinois residents. When finalized, the strategic plan may also address expanding workforce development, enhancing course quality, and improving transferability.

For five years the system has guaranteed the skills of its associate-in-applied-science graduates and certificate holders. If an employer finds a student's skills wanting in the areas identified by his or her college credentials, the student receives free retraining. Similarly, the system guarantees that its credits will transfer when students follow faculty and staff academic advice. If a public or private college rejects a community college course, the state will reimburse the student's tuition for that particular course.

The board has also reached out to private colleges and marketed the community colleges' transfer programs as an affordable way of gaining entry to selective undergraduate institutions.

The ICCB's Leadership and Core Values Initiative has focused attention on developing ethical decision-making skills among students and infusing core values in college curricula and operations. Seventy percent of Illinois residents polled in 1999 by the Gallup Organization and the Institute for Global Ethics endorsed this effort. The Illinois Community College System Center for Applied Ethics at Kaskaskia College now provides resources to community colleges implementing the initiative's objectives. The objectives include defining core values, finding consensus on values shared by Illinois residents, implementing strategies that enable the community colleges to create a culture and climate based on these values, and developing strategies for infusing these values in all aspects of the colleges' operations.

Illinois Community Colleges On-Line starts January 2001. The consortium for the state's colleges will share Web-based courses. More than 500 Illinois community colleges courses have been available online, but the virtual offerings were not coordinated. With the new service, students may complete certificates and degrees entirely online.

ICCB centralized the management of its customized employee training and other business services in 2000 through its Employer Services Network (ESN). A key aspect of this network is a toll-free number answered by personnel in the ICCB's office. Employers who call this number with questions or requests for training are connected within one business day to the appropriate college. ESN staff follow up with the employers after three days and again 30 days later. Seventeen companies received assistance during the first six months.

Community Colleges

Number of Colleges

Public	49
Independent	8
Tribal	0

Credit Enrollment

Fall 1997	347,825
Fall 1998	344,046
Full year 1997-98	658,102

Student Characteristics

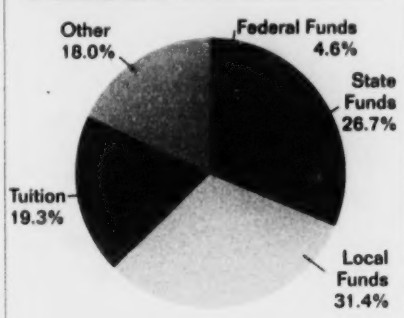
Gender	
Male	41.9%
Female	58.1%
Attendance status	
Full-time	33.3%
Part-time	66.7%
Race/ethnicity	
African American	14.3%
Asian/Pacific	4.5%
Hispanic	13.5%
Native American	0.3%
Percent minority	*32.6%*
White	65.9%
Other	1.5%

Age	Part-time	Full-time
17 or younger	3.2%	3.8%
18 to 21	19.4%	63.1%
22 to 29	27.8%	18.8%
30 to 39	23.3%	8.6%
40 or older	26.3%	5.7%

Percentage of Students from Within State

Public 2-year	98.5%
Independent 2-year	95.8%
Public 4-year	95.2%
Independent 4-year	69.2%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,348
Public 4-year	$3,845
Median income, family of 4	$61,672
Tuition as percentage of family income	
Public 2-year	2.2%
Public 4-year	6.2%

Average Faculty Salary

Public 2-year	$51,793
Independent 2-year	$30,220
Public 4-year	$53,317
Independent 4-year	$57,932

Expenditures per FTE Student

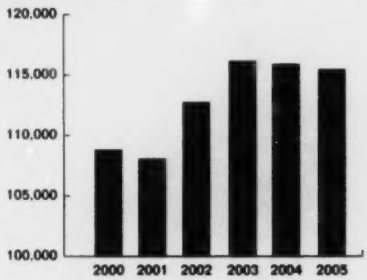
Total expenditures	$7,207
Student-related	$4,474
Instructional	$2,790

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	14.0%
2015	13.9%
Asian/Pacific	
2000	3.2%
2015	4.1%
Hispanic	
2000	9.5%
2015	12.6%
Native American	
2000	0.2%
2015	0.2%
White	
2000	73.1%
2015	69.2%
Age Distribution	
Under 5 years	7.2%
5 to 17 years	19.0%
18 to 24 years	9.4%
25 to 44 years	30.5%
45 to 64 years	21.5%
65 and older	12.3%
Median age	35.2

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-560,003
International migrants	384,026

Migration / Immigration Projections 2000-2015

Net internal migrants	-1,762,053
International migrants	1,072,193

State Grant Aid

All aid (in thousands):	$338,128
Aid per resident:	$37.79

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	76.3%	22
Female	61.5%	26

Gross State Product (in billions)

Amount	$393.5
National rank	4

Unemployment Rate

March 1999	4
March 2000	4
Percent change	0.0%
Rank, percent change	44

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	22,600	36.7%
Other services	79,300	30.3%

Health services	170,000	29.6%
Business services	149,800	27.4%
Transportation services	10,300	27.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	1,700	27.0%
Leather products	900	25.7%
Private households	6,500	17.0%
Oil and gas	2,100	16.8%
Mining	3,800	16.2%

Indiana

A partnership between Ivy Tech State College and Vincennes University will spread comprehensive community college services throughout Indiana.

The Community College of Indiana, as the partnership is known, allows both institutions to build on their strengths and retain their independence. The state provided $2 million in startup funds. State officials hope the partnership will ultimately increase Indiana residents' participation in postsecondary education. Fewer than 15 percent of the state's residents hold two-year or four-year degrees. If the partnership increases postsecondary participation by 22- to 49-year-olds, as state officials hope, some 30,000 more students will enroll.

A partnership between Ivy Tech State College and Vincennes University will spread comprehensive community college services throughout Indiana.

Ivy Tech will continue to focus on technical education, workforce training, business partnerships, and remedial education. Founded in 1963, it enrolls about 68,000 students at campuses around the state.

Vincennes University is a comprehensive public two-year college with a long history of liberal arts programs. In the partnership it will concentrate on general education courses that transfer to baccalaureate degree programs. Founded in 1801, Vincennes offers 150 majors and has 6,000 students. Residence halls at its main campus house 2,500 students.

Under the partnership, articulation from the two-year colleges to the four-year public system in Indiana will become seamless. The immediate benefits to students include enhanced curriculum offerings, coordinated student services, and a tuition freeze. Tuition for an academic year costs about $2,000 at Ivy Tech and $2,500 at Vincennes.

The Community College of Indiana will expand in phases over several years. It began at the four largest Ivy Tech campuses in fall 2000. As many as six more campuses may be added in 2001. Eventually, all the general education courses at Ivy Tech—except basic math, calculus, anatomy and physiology—will be provided by Vincennes.

Because Ivy Tech and Vincennes remain separate entities with independent boards and internal organizations, some general education instructors who previously worked for Ivy Tech will become Vincennes employees. Where they work will not necessarily change with the source of their paycheck.

The regional campuses of the four-year universities continue to offer associate degrees.

Community Colleges

Number of Colleges

Public	2
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	41,204
Fall 1998	42,567
Full year 1997-98	81,764

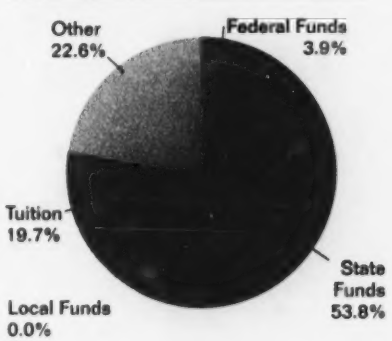
Student Characteristics

Gender		
Male	46.5%	
Female	53.5%	
Attendance status		
Full-time	37.3%	
Part-time	62.7%	
Race/ethnicity		
African American	9.0%	
Asian/Pacific	0.7%	
Hispanic	2.0%	
Native American	0.7%	
Percent minority	*12.3%*	
White	81.7%	
Other	6.0%	
Age	Part-time	Full-time
17 or younger	4.3%	0.8%
18 to 21	17.3%	58.1%
22 to 29	30.0%	23.0%
30 to 39	25.2%	11.2%
40 or older	23.2%	6.9%

Percentage of Students from Within State

Public 2-year	96.2%
Independent 2-year	82.3%
Public 4-year	85.5%
Independent 4-year	52.6%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,415
Public 4-year	$3,490
Median income, family of 4	$55,284
Tuition as percentage of family income	
Public 2-year	4.4%
Public 4-year	6.3%

Average Faculty Salary

Public 2-year	$35,913
Independent 2-year	$31,565
Public 4-year	$52,079
Independent 4-year	$51,015

Expenditures per FTE Student

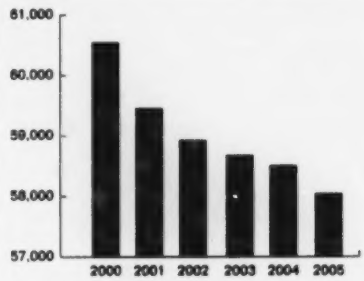
Total expenditures	$9,343
Student-related	$6,551
Instructional	$3,861

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	8.1%
2015	8.7%
Asian/Pacific	
2000	1.0%
2015	1.3%
Hispanic	
2000	2.3%
2015	3.0%
Native American	
2000	0.3%
2015	0.3%
White	
2000	88.4%
2015	86.8%
Age Distribution	
Under 5 years	7.0%
5 to 17 years	18.8%
18 to 24 years	9.7%
25 to 44 years	30.1%
45 to 64 years	22.0%
65 and older	12.5%
Median age	35.4

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	82,674
International migrants	29,053

Migration / Immigration Projections 2000-2015

Net internal migrants	-15,670
International migrants	114,339

State Grant Aid

All aid (in thousands):	$100,824
Aid per resident:	$22.84

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.2%	18
Female	61.5%	25

Gross State Product (in billions)

Amount	$161.7
National rank	15

Unemployment Rate

March 1999	2.9
March 2000	3.4
Percent change	14.7%
Rank, percent change	50

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	10,300	34.4%
Business services	65,500	31.5%
Health services	83,500	29.9%
Other services	18,700	28.5%
Transportation services	2,000	28.2%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	700	29.2%
Leather products	500	26.3%
Private households	3,400	19.0%
Oil and gas	400	14.3%
Mining	1,000	12.0%

Iowa

Demographic changes present a challenge to Iowa's community colleges. People older than 85 make up the fastest-growing segment of the population.

Population decreases prompted the state government to embark on an aggressive marketing campaign to attract new businesses and residents from other states and countries. The campaign succeeded in attracting immigrants, many who do not speak English. The community colleges expanded their ESL courses and developed other programs to accommodate these students, however, they have not received additional funds targeted for this purpose.

The colleges are a key to the state's economic development efforts for other reasons as well. Eighty-seven percent of all Iowa community college alumni remain in the state after graduation. The Department of Economic Development considers the colleges essential to developing workers' skills for high-wage jobs and added money to various college workforce development programs.

The Iowa Mold-Builders Apprenticeship Program is just one of many statewide collaborations. It involves the Iowa Plastics Industry Consortium and the community colleges. Students must have the equivalent of a one-year machinists' program before a participating company hires them. The students work with a journeyman and continue their course work via the state's Iowa Communications Network. The network brings interactive

television broadcasts to classrooms at all the community colleges and at their satellite campuses. Counties without community colleges have interactive classrooms, too. The community colleges also utilize an Internet consortium.

Regional economic needs and community colleges' responses to them created a de facto system of specialization in Iowa. All of the community colleges are comprehensive, but certain colleges are emerging as centers for farm safety, advanced manufacturing, environmental health, graphic arts, or biotechnology.

The colleges will share their technical expertise with the state's K–12 school districts as a result of a $1.5 million federal grant. The money pays college personnel to provide technical assistance and in-service programs to teachers and administrators.

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Although Iowa does not have performance-based funding, in 2000 the state implemented uniform, annual reporting requirements for the community colleges. A state committee is also scrutinizing the governance structure of Iowa's community colleges. The colleges are governed by locally elected trustees.

Community Colleges

Number of Colleges

Public	17
Independent	6
Tribal	0

Credit Enrollment

Fall 1997	62,960
Fall 1998	63,499
Full year 1997-98	96,367

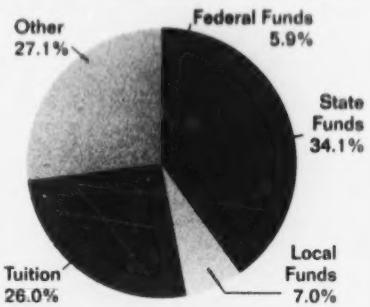
Student Characteristics

Gender		
Male	43.0%	
Female	57.0%	
Attendance status		
Full-time	52.8%	
Part-time	47.2%	
Race/ethnicity		
African American	2.6%	
Asian/Pacific	1.5%	
Hispanic	1.6%	
Native American	0.6%	
Percent minority	*6.4%*	
White	88.3%	
Other	5.3%	
Age	Part-time	Full-time
17 or younger	13.2%	0.9%
18 to 21	25.2%	68.7%
22 to 29	24.5%	18.4%
30 to 39	19.1%	7.7%
40 or older	18.0%	4.3%

Percentage of Students from Within State

Public 2-year	91.9%
Independent 2-year	95.8%
Public 4-year	75.8%
Independent 4-year	57.1%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,886
Public 4-year	$2,869
Median income, family of 4	$53,230
Tuition as percentage of family income	
Public 2-year	3.5%
Public 4-year	5.4%

Average Faculty Salary

Public 2-year	$37,460
Independent 2-year	$33,957
Public 4-year	$59,685
Independent 4-year	$42,213

Expenditures per FTE Student

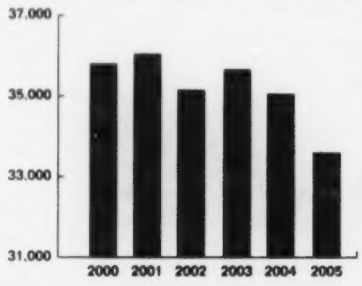
Total expenditures	$9,426
Student-related	$6,744
Instructional	$4,556

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	2.1%
2015	2.7%
Asian/Pacific	
2000	1.5%
2015	2.1%
Hispanic	
2000	1.8%
2015	2.5%
Native American	
2000	0.3%
2015	0.4%
White	
2000	94.3%
2015	92.3%
Age Distribution	
Under 5 years	6.4%
5 to 17 years	18.7%
18 to 24 years	9.8%
25 to 44 years	27.8%
45 to 64 years	22.4%
65 and older	14.9%
Median age	36.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-15,542
International migrants	21,151

Migration / Immigration Projections 2000-2015

Net internal migrants	-96,837
International migrants	85,213

State Grant Aid

All aid (in thousands):	$48,719
Aid per resident:	$22.66

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	78.6%	10
Female	65.7%	10

Gross State Product (in billions)

Amount	$80.5
National rank	29

Unemployment Rate

March 1999	2.6
March 2000	2.2
Percent change	-18.2%
Rank, percent change	22

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	9,200	33.5%
Business services	26,400	25.3%
Transportation services	900	24.3%
Health services	32,700	24.1%
Other transportation equipment	600	23.1%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Textile mill production	200	28.6%
Leather products	200	22.2%
Private households	2,400	22.0%
Oil and gas	100	20.0%
Electronic equipment	1,900	10.6%

Kansas

Community colleges and all other segments of postsecondary education in Kansas now come under the purview of the state's board of regents. This change is expected to improve cooperation among all the public education institutions in the state. It has already increased community college funding.

The new board of regents not only governs the universities but also supervises the community colleges and oversees the technical colleges, technical schools, and a municipal university.

In 1999, the legislature abolished the old board of regents, which previously governed only the state's six universities. It reconstituted the board of regents as a nine-member board appointed by the governor and confirmed by the legislature. The new board of regents not only governs the universities but also supervises the community colleges and oversees the technical colleges, technical schools, and a municipal university. Trustees elected from local taxing districts continue to govern the community colleges. Previously, the state board of education supervised them.

How this organizational change will alter other aspects of the higher education system in Kansas remains to be seen. The board of regents began working on a strategic plan in 2000, and substantial changes may begin as early as 2001. The regents' to-do list includes a comprehensive plan for performance indicators and postsecondary information technology. The as-yet-undefined performance measures will influence funding beginning in 2003.

The restructuring legislation, known as the Higher Education Coordination Act of 1999, already sends more money to the state's community colleges. It contains a funding formula that bases community college appropriations on the costs of educating freshmen and sophomores at the state's regional universities.

In fiscal year 2001, which began July 1, 2000, the community colleges will receive 50 percent of this cost. This amounts to nearly $12 million more from the state to the community colleges. However, 80 percent of this money must be used to reduce local property taxes paid by residents in 18 of Kansas's 105 counties. The other 20 percent goes toward program enhancements. The legislature has made a commitment to increase the formula by 5 percent during the next four fiscal years. The legislation also eliminates the practice of charging out-of-district students higher tuition.

One of the issues unresolved in the restructuring is whether the state's role in community college governance will change as it pays a greater share of the costs. State support now accounts for about 25 percent of community colleges' budgets.

Community Colleges

Number of Colleges

Public	21
Independent	3
Tribal	1

Credit Enrollment

Fall 1997	71,724
Fall 1998	69,108
Full year 1997-98	127,473

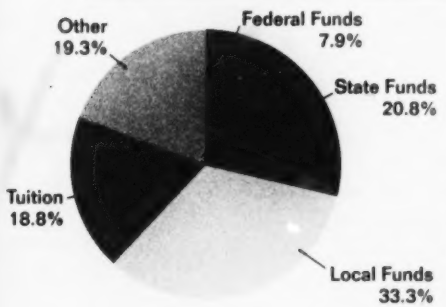
Student Characteristics

Gender		
Male	43.4%	
Female	56.6%	
Attendance status		
Full-time	35.3%	
Part-time	64.7%	
Race/ethnicity		
African American	6.3%	
Asian/Pacific	1.9%	
Hispanic	4.7%	
Native American	2.2%	
Percent minority	*15.1%*	
White	79.1%	
Other	5.8%	
Age	Part-time	Full-time
17 or younger	13.6%	1.4%
18 to 21	18.4%	68.3%
22 to 29	22.4%	19.3%
30 to 39	20.0%	7.0%
40 or older	25.6%	4.1%

Percentage of Students from Within State

Public 2-year	92.0%
Independent 2-year	56.5%
Public 4-year	83.4%
Independent 4-year	53.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,289
Public 4-year	$2,392
Median income, family of 4	$55,341
Tuition as percentage of family income	
Public 2-year	2.3%
Public 4-year	4.3%

Average Faculty Salary

Public 2-year	$36,453
Independent 2-year	$25,775
Public 4-year	$48,862
Independent 4-year	$33,026

Expenditures per FTE Student

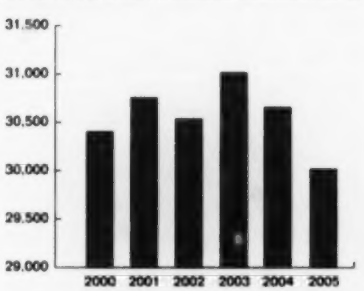
Total expenditures	$8,222
Student-related	$5,858
Instructional	$3,280

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	6.2%
2015	6.9%
Asian/Pacific	
2000	1.8%
2015	2.2%
Hispanic	
2000	4.9%
2015	7.0%
Native American	
2000	1.0%
2015	1.0%
White	
2000	86.2%
2015	82.9%
Age Distribution	
Under 5 years	6.9%
5 to 17 years	19.4%
18 to 24 years	10.2%
25 to 44 years	28.9%
45 to 64 years	21.2%
65 and older	13.3%
Median age	35.4

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-16,224
International migrants	28,233

Migration / Immigration Projections 2000-2015

Net internal migrants	10,815
International migrants	105,049

State Grant Aid

All aid (in thousands):	$11,774
Aid per resident:	$6.02

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	78.8%	8
Female	65.5%	11

Gross State Product (in billions)

Amount	$71.7
National rank	31

Unemployment Rate

March 1999	2.8
March 2000	3.2
Percent change	12.5%
Rank, percent change	49

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	8,400	38.0%
Business services	36,300	32.5%
Other services	13,600	29.1%
Health services	35,700	28.5%
Transportation services	1,200	26.7%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	1,600	16.5%
Oil and gas	3,000	13.8%
Petroleum products	300	13.6%
Mining	3,000	13.0%
Misc. manufacturing	200	9.1%

Kentucky

Governor Paul E. Patton, who led the restructuring of Kentucky's community and technical colleges, has set a goal of making them the best two-year college system in the nation by 2020. Patton also wants every Kentucky child to have a minimum of 14 years of schooling. With this sort of support from the top, the Kentucky Community and Technical College System (KCTCS) continues to work through reforms at its colleges.

A few years ago, 32 percent of the faculty members were part time; today, less than 10 percent are part time.

The Postsecondary Education Act of 1997 pulled together most of the community colleges and the technical colleges to create KCTCS. The transition from competitive to cooperative institutions continues. The Board of Regents has organized the colleges into 16 regions and uses a "memorandum of agreement" approach to encourage the colleges to consolidate functions, services, and programs to meet local needs. In June 2000, Jefferson Community College and Jefferson Technical College, and Madisonville Community College and Madisonville Technical College, became the first to operate under the new policy.

Overall, the system has 50 campuses. Its numerous construction projects include five postsecondary education centers with regional universities. A new community-technical college is planned for northern Kentucky, but a site has not yet been chosen.

The system's enrollment increased last year after several years of decline. The Council on Postsecondary Education, which approves programs and disperses higher education funds, offered to give the system $7 million if it increases enrollment by 6 percent over the next two years. The system and council are exploring methods for calculating the number of students in noncredit training programs for tallies that influence the budget. Also, the system has begun a four-year process to equalize tuition between the technical and community colleges.

KCTCS's $374 million budget for 2000–01 provides a 5 percent pay raise for employees. This increase responds to a systemwide goal of focusing resources on recruiting and retaining quality faculty and staff. A retirement incentive two years ago resulted in a large turnover of faculty. A few years ago, 32 percent of the faculty members were part time; today, less than 10 percent are part time. The ratio of part-time faculty may increase as enrollments climb, however.

The budget includes $24 million for the transfer of the commonwealth's Fire Commission to KCTCS. This collaboration means firefighters and rescue workers, who for years have taken noncredit courses at technical colleges, will be able to work toward a degree in a new fire/rescue science technology program available at 15 technical colleges.

Since its creation, KCTCS has sought business partnerships. Kentucky will have the first statewide network of ACT Centers offering computerized testing and training services. It is the first system of two-year colleges to use PeopleSoft software for budgeting, student data, enrollment management, personnel records, and alumni information. Its partnership with Cisco will train Kentuckians for well-paying jobs designing and managing computer networks.

Community Colleges

Number of Colleges

Public	15
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	43,330
Fall 1998	42,951
Full year 1997-98	61,674

Student Characteristics

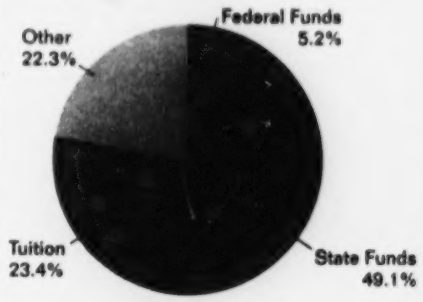
Gender	
Male	36.8%
Female	63.2%
Attendance status	
Full-time	57.5%
Part-time	42.5%
Race/ethnicity	
African American	8.3%
Asian/Pacific	1.0%
Hispanic	1.1%
Native American	0.9%
Percent minority	*11.3%*
White	87.6%
Other	1.2%

Age	Part-time	Full-time
17 or younger	2.8%	0.2%
18 to 21	19.1%	6[illegible].0%
22 to 29	34.1%	23.9%
30 to 39	24.4%	8.8%
40 or older	19.7%	4.1%

Percentage of Students from Within State

Public 2-year	96.6%
Independent 2-year	93.8%
Public 4-year	83.0%
Independent 4-year	68.1%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,238
Public 4-year	$2,516
Median income, family of 4	$49,108
Tuition as percentage of family income	
Public 2-year	2.5%
Public 4-year	5.1%

Average Faculty Salary

Public 2-year	$36,621
Independent 2-year	—
Public 4-year	$49,378
Independent 4-year	$38,698

Expenditures per FTE Student

Total expenditures	$30,123
Student-related	$22,608
Instructional	$12,821

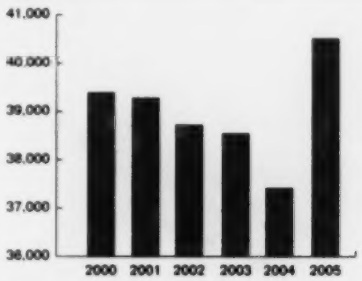
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	7.1%
2015	7.5%
Asian/Pacific	
2000	0.7%
2015	0.9%
Hispanic	
2000	0.8%
2015	1.1%
Native American	
2000	0.1%
2015	0.2%
White	
2000	91.2%
2015	90.3%

Age Distribution	
Under 5 years	6.5%
5 to 17 years	17.8%
18 to 24 years	10.2%
25 to 44 years	29.9%
45 to 64 years	23.1%
65 and older	12.5%
Median age	36.1

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	97,187
International migrants	15,863

Migration / Immigration Projections 2000-2015

Net internal migrants	186,322
International migrants	69,123

State Grant Aid

All aid (in thousands):	$38,441
Aid per resident:	$12.83

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	71.9%	42
Female	56.3%	46

Gross State Product (in billions)

Amount	$100.1
National rank	26

Unemployment Rate

March 1999	4.4
March 2000	3.7
Percent change	-18.9%
Rank, percent change	20

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Transportation services	1,500	34.1%
Agricultural services	8,100	34.0%
Business services	40,600	33.2%
Health services	53,500	29.6%
Transportation by air	4,200	26.3%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	500	29.4%
Tobacco products	1,100	23.9%
Coal mining	4,400	23.3%
Private households	3,200	20.1%
Mining	4,800	18.9%

Louisiana

The Louisiana Community and Technical College System (LCTCS) continues to develop as a unified system. Creation of the system—the subject of numerous task force reports during the past two decades—came about when voters approved a constitutional amendment in November 1998. The governor appointed its board of supervisors in January 1999. Institutional realignment occurred in July 1999.

The 42 technical colleges are now the 42 campuses of Louisiana Technical College, which is considered one institution in the new system. They were previously part of local K–12 systems. The new LCTCS also includes five community colleges. A sixth community college has been authorized but not yet funded. Previously, governance was divided under various management boards, which included four-year universities. Several of the four-year universities continue to offer a limited number of associate degree programs.

The reorganization of the colleges is expected to increase efficiency and improve the effectiveness of all the institutions. It did not involve mergers. Fiscal matters, however, are being coordinated with a consolidated budget and unified list of prioritized capital needs. Work has also begun on a standard core curriculum, so general educa-

tion courses will use the same syllabi and academic standards throughout the state. Centralization of student registration and data collection has started, and articulation agreements are progressing.

The reorganization of the community, technical, and two-year colleges is expected to increase efficiency and improve the effectiveness of all the institutions.

If a tax reform measure on the November 2000 ballot succeeds, the system and other educational institutions in the state will share new revenue set aside as an educational enhancement fund.

Community Colleges

Number of Colleges

Public	8
Independent	0
Tribal	0

Credit Enrollment

Fall 1997	26,652
Fall 1998	21,646
Full year 1997-98	38,836

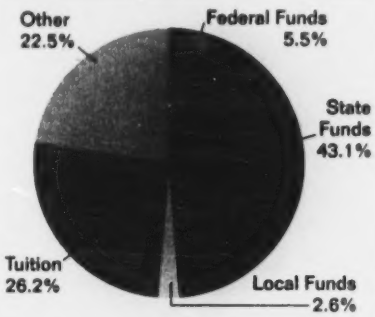
Student Characteristics

Gender		
Male		34.7%
Female		65.3%
Attendance status		
Full-time		47.8%
Part-time		52.2%
Race/ethnicity		
African American		32.5%
Asian/Pacific		1.8%
Hispanic		3.7%
Native American		1.0%
Percent minority		*39.0%*
White		57.6%
Other		3.4%
Age	Part-time	Full-time
17 or younger	1.8%	2.9%
18 to 21	20.3%	52.4%
22 to 29	35.1%	28.0%
30 to 39	24.7%	11.1%
40 or older	18.0%	5.6%

Percentage of Students from Within State

Public 2-year	97.8%
Independent 2-year	—
Public 4-year	92.9%
Independent 4-year	45.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$874
Public 4-year	$2,379
Median income, family of 4	$49,037
Tuition as percentage of family income	
Public 2-year	1.8%
Public 4-year	4.9%

Average Faculty Salary

Public 2-year	$34,621
Independent 2-year	—
Public 4-year	$44,864
Independent 4-year	$52,441

Expenditures per FTE Student

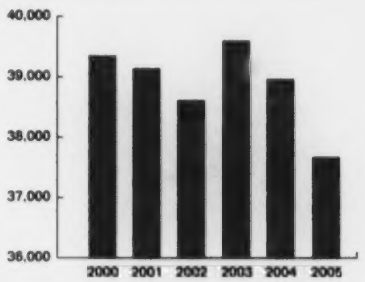
Total expenditures	$6,655
Student-related	$5,335
Instructional	$3,001

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	31.9%
2015	33.6%
Asian/Pacific	
2000	1.4%
2015	1.8%
Hispanic	
2000	2.6%
2015	3.6%
Native American	
2000	0.4%
2015	0.4%
White	
2000	63.7%
2015	60.6%
Age Distribution	
Under 5 years	7.2%
5 to 17 years	20.0%
18 to 24 years	11.0%
25 to 44 years	28.5%
45 to 64 years	21.8%
65 and older	11.5%
Median age	34.1

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-139,704
International migrants	25,910

Migration / Immigration Projections 2000-2015

Net internal migrants	29,042
International migrants	92,991

State Grant Aid

All aid (in thousands):	$55,237
Aid per resident:	$17.36

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	69.9%	47
Female	56.6%	43

Gross State Product (in billions)

Amount	$124.3
National rank	23

Unemployment Rate	
March 1999	4.9
March 2000	3.9
Percent change	-25.6%
Rank, percent change	13

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Metal mining	100	50.0%
Rubber and plastics	2,400	37.5%
Health services	63,800	31.4%
Business services	41,700	29.6%
Agricultural services	7,200	27.5%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	5,100	18.5%
Electronic equipment	800	16.0%
Oil and gas	6,800	13.8%
Mining	6,700	13.0%
Farm	4,500	11.3%

Maine

The Community College Partnership, a collaboration between the Maine Technical College System (MTCS) and the University of Maine, developed a liberal arts transfer program previously unavailable in Maine. The partnership aims to increase access to higher education in a state that ranks 47th nationally in higher education participation.

A portion of the endowment's investment income is set aside to help students experiencing personal financial emergencies.

Initial response to the associate in arts program was quite strong. More than 430 students—twice as many as had been expected to enroll—participated during its inaugural year, 1999–00. Students in this program may take the foundation courses they need for baccalaureate programs, as well as for associate degrees, at any of the state's seven technical colleges. Technical college faculty teach the foundation courses.

Tuition remains $68 per credit hour at the technical colleges through 2000–01 in an effort to keep postsecondary education affordable. About 77 percent of the technical colleges' students have family incomes of less than $15,000 per year.

Recent gifts by the Bernard Osher Foundation provide additional incentives to students. In 2000, the foundation gave $1 million each to MTCS and the university system. The state matched these contributions so that each system received $2 million for endowed scholarships. The previous year, the foundation gave MTCS $2 million to create a permanent endowment for 100 scholarships per year to full-time students in associate degree programs. The scholarships, available in fall 2000, may cover up to half of a student's tuition. A portion of the endowment's investment income is set aside to help students experiencing personal financial emergencies.

The technical college system has long been an integral part of the state's economic development initiative as the coordinator of the Maine Quality Centers program. The state subsidizes the customized training the colleges deliver through this program at no-cost to new and expanding businesses. In this way the technical colleges have helped more than 100 businesses create 5,500 new jobs since 1994.

Maine voters approved a $26 million bond issue in November 1999 to renovate and expand the technical colleges' facilities and upgrade equipment. The bond contains a proviso that the system obtain $7 million from the private sector in money or in-kind contributions.

Community Colleges

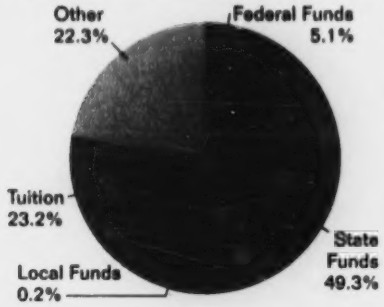
Number of Colleges	
Public	9
Independent	2
Tribal	0

Credit Enrollment	
Fall 1997	12,112
Fall 1998	12,388
Full year 1997-98	19,051

Student Characteristics		
Gender		
Male	43.7%	
Female	56.3%	
Attendance status		
Full-time	38.5%	
Part-time	61.5%	
Race/ethnicity		
African American	0.5%	
Asian/Pacific	0.4%	
Hispanic	0.5%	
Native American	2.1%	
Percent minority	*3.5%*	
White	79.9%	
Other	16.6%	
Age	Part-time	Full-time
17 or younger	1.1%	0.5%
18 to 21	14.5%	49.6%
22 to 29	25.0%	25.8%
30 to 39	29.5%	14.7%
40 or older	30.0%	9.4%

Percentage of Students from Within State	
Public 2-year	96.9%
Independent 2-year	100.0%
Public 4-year	84.4%
Independent 4-year	33.1%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,640
Public 4-year	$4,058
Median income, family of 4	$51,059
Tuition as percentage of family income	
Public 2-year	5.2%
Public 4-year	7.9%

Average Faculty Salary

Public 2-year	$36,246
Independent 2-year	$28,260
Public 4-year	$46,803
Independent 4-year	$49,054

Expenditures per FTE Student

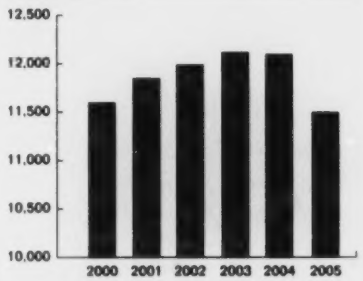
Total expenditures	$11,328
Student-related	$8,515
Instructional	$5,189

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.4%
2015	0.5%
Asian/Pacific	
2000	0.7%
2015	1.1%
Hispanic	
2000	0.6%
2015	1.2%
Native American	
2000	0.5%
2015	0.4%
White	
2000	97.8%
2015	96.8%
Age Distribution	
Under 5 years	5.4%
5 to 17 years	17.8%
18 to 24 years	8.8%
25 to 44 years	30.7%
45 to 64 years	23.3%
65 and older	14.0%
Median age	37.8

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-7,347
International migrants	3,895

Migration / Immigration Projections 2000-2015

Net internal migrants	84,985
International migrants	20,409

State Grant Aid

All aid (in thousands):	$8,081
Aid per resident:	$8.39

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	71.6%	43
Female	61.5%	28

Gross State Product (in billions)

Amount	$30.1
National rank	42

Unemployment Rate

March 1999	4.6
March 2000	3.6
Percent change	-27.8%
Rank, percent change	12

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Transportation services	600	37.5%
Business services	12,300	33.8%
Other services	7,000	32.7%
Health services	21,700	31.2%
Social services	6,800	27.2%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	2,400	28.2%
Private households	1,000	17.5%
Textile mill production	700	14.0%
Electronic equipment	700	11.3%
Apparel and textile	300	10.3%

Maryland

Population growth from the "baby boom echo" and immigration combined with workforce needs are expected to spur enrollments of traditional college-age students in credit courses and older adults in noncredit courses. State officials expect 25 percent more high school graduates by 2008–09 and a more heterogeneous mix of students throughout the educational system.

The community colleges already enroll 55 percent of Maryland's residents who attend undergraduate institutions. They are expected to absorb more than half of the additional 17,000 undergraduates predicted by fall 2009. The community colleges anticipate having 21 percent more FTE students by fall 2009. Full-time headcount may increase by as much as 30 percent.

The colleges want $60 million in capital funds for new construction and renovation in fiscal year

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2002. The request is a substantial increase over the $25 million devoted to capital expenditures at community colleges during fiscal year 2001. The state uses a formula based on its allocation to public universities to determine the community college appropriation. Use of the formula and significant increases in state support helped stabilize tuitions.

Catonsville, Dundalk, and Essex merged to form the Community College of Baltimore County.

State leaders' goal of making Maryland the most advanced electronic business environment in the nation and an international leader in new Internet technologies instigated many new high-tech projects. Baltimore City Community College, for example, uses money from the state's IT Investment Fund to give students access to information through an electronic kiosk system and for a document imaging system.

The Advanced Technology Centers in nine locations—many of them community colleges—are partnerships that respond quickly to industry needs with customized, performance-driven training. The centers target specific industries such as aerospace, agriculture, minority business, telecommunications, and healthcare.

In 2001, the community colleges plan to seek funding for the new HOPE Community College Transfer Scholarship program. The legislature and governor approved the merit scholarship program in 2000. When it is funded, it will provide renewable $3,000 grants to associate degree holders and community college students with at least 60 credits who want to transfer to a four-year Maryland institution. Students must have a B average, but depending on how much money is made available, their academic standing and financial need may be used as a criteria. As with other Maryland HOPE scholarships, recipients of the transfer scholarships will have to work in Maryland one year for each year they receive the grants.

There have been some organizational changes among the colleges. Charles County Community College changed its name to The College of Southern Maryland and expanded its service area to two additional counties. Its board of trustees now includes representatives from all three counties. Three other community colleges—Catonsville, Dundalk, and Essex—merged to form the Community College of Baltimore County. Baltimore City Community College continues as the only two-year institution fully owned and operated by the state of Maryland. The state's other colleges also receive local tax support.

The Maryland Higher Education Commission coordinates and regulates the community colleges. Each college is governed by a board of trustees appointed by the governor.

Community Colleges

Number of Colleges

Public	18
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	104,637
Fall 1998	105,008
Full year 1997-98	161,855

Student Characteristics

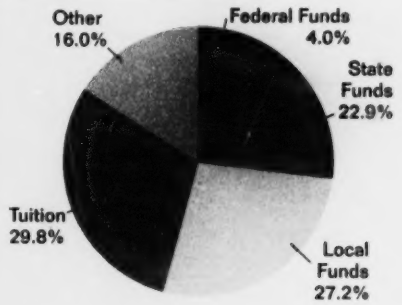
Gender	
Male	38.5%
Female	61.5%
Attendance status	
Full-time	31.7%
Part-time	68.3%
Race/ethnicity	
African American	26.4%
Asian/Pacific	4.9%
Hispanic	3.1%
Native American	0.5%
Percent minority	*35.0%*
White	60.0%
Other	5.0%

Age	Part-time	Full-time
17 or younger	2.2%	1.1%
18 to 21	19.3%	68.3%
22 to 29	29.0%	20.2%
30 to 39	25.5%	6.8%
40 or older	24.0%	3.6%

Percentage of Students from Within State

Public 2-year	96.6%
Independent 2-year	86.3%
Public 4-year	69.8%
Independent 4-year	41.7%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,175
Public 4-year	$4,359
Median income, family of 4	$71,404
Tuition as percentage of family income	
Public 2-year	3.0%
Public 4-year	6.1%

Average Faculty Salary

Public 2-year	$46,934
Independent 2-year	$29,660
Public 4-year	$53,797
Independent 4-year	$55,547

Expenditures per FTE Student

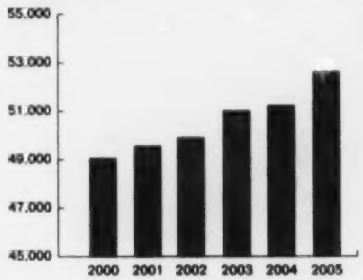
Total expenditures	$13,029
Student-related	$9,356
Instructional	$5,636

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	27.1%
2015	29.7%
Asian/Pacific	
2000	4.1%
2015	5.4%
Hispanic	
2000	3.9%
2015	5.6%
Native American	
2000	0.3%
2015	0.3%
White	
2000	64.6%
2015	59.1%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	18.6%
18 to 24 years	8.5%
25 to 44 years	32.8%
45 to 64 years	21.8%
65 and older	11.5%
Median age	35.7

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-55,060
International migrants	131,871

Migration / Immigration Projections 2000-2015

Net internal migrants	-251,707
International migrants	611,867

State Grant Aid

All aid (in thousands):	$45,717
Aid per resident:	$11.84

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	76.3%	23
Female	64.0%	12

Gross State Product (in billions)

Amount	$153.8
National rank	16

Unemployment Rate

March 1999	3.4
March 2000	2.9
Percent change	-17.2%
Rank, percent change	24

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	86,700	33.1%
Transportation by air	3,100	32.6%
Transportation services	3,400	32.4%
Agricultural services	10,200	32.3%
Other services	48,500	30.9%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Apparel and textile	2,000	28.6%
Leather products	300	27.3%
Primary metals	1,900	26.4%
Coal mining	100	25.0%
Railroad transportation	500	19.2%

Massachusetts

Over the past several years, the legislature increased its direct support to the community colleges, and the state's efforts to hold down the cost of attending community college has helped boost enrollments. The state created several financial aid initiatives and a special admissions program that makes continuing education more affordable and accessible.

Beginning in 1998, students whose family incomes are less than $36,000 per year may attend public community college for free. Hope scholarship recipients whose family incomes do not exceed $80,000 per year pay $500 per year. Tuition is usually $2,000 per year for a full-time student.

Several thousand students now participate in the Joint Admissions Program that began in 1996. This initiative allows people beginning their community college studies to identify the public four-year institution and program to which they hope to transfer. Students who complete their associate degree with a 2.5 grade point average or better are guaranteed admission to the Massachusetts public college or university they have chosen.

The success of this program prompted the state board of higher education to add another financial incentive. It allows the joint admissions students with a 3.0 grade point average or better to lock in their community college tuition when they transfer and complete their four-year degrees at the lower tuition rate. This amounts to a 33 percent savings for eligible transfer students each year.

The Massachusetts legislature increased accountability requirements when it gave community colleges more money. The performance measures reflect community colleges' missions and attempt to quantify an array of activities. In addition to enrollment, transfer, and job-placement rates, the Massachusetts formula considers use of facilities for com-

munity activities and collaboration with other educational institutions in its calculations. The performance measures are tied to bonuses that amount to about 2 percent of colleges' budgets. Enrollments and several other criteria influence some aspects of the overall appropriation as well.

The community colleges want to obtain funding for noncredit workforce training programs. Currently, the commonwealth does not fund noncredit courses or any courses that occur after 5:00 p.m. These limits explain in part why Massachusetts community colleges historically have had little to do with adult literacy programs. This level of involvement may change as the commonwealth institutes a new high school graduation exam.

The community colleges and faculty union agreed to implement a uniform salary schedule for faculty and professional staff, resulting from a lengthy Faculty Equity Study carried out by a committee of faculty union representatives, staff from the board of higher education, community college managers, and a consultant. Faculty and staff responses to a questionnaire about academic background and work experience provided the basis for the new salary structure. When the revised structure is funded, most instructors will receive increased compensation. Faculty members' teaching responsibilities will increase from 12 credit hours to 15 credit hours; faculty have student-advising responsibilities as well.

Through the Joint Admissions Program, students who complete their associate degree with a 2.5 grade point average or better are guaranteed admission to the Massachusetts public college or university they have chosen.

During 2000, the community colleges examined their information technology capabilities, considering everything from campus infrastructure to faculty training. In the coming year, the colleges will seek funding to implement the recommendations of this report.

Multibillion-dollar cost overruns on The Big Dig—the massive relocation of Boston's elevated highways to below ground—left very little money for construction and renovation of college facilities. It may limit capital expenditures throughout Massachusetts for years.

Community Colleges

Number of Colleges

Public	17
Independent	10
Tribal	0

Credit Enrollment

Fall 1997	79,412
Fall 1998	84,173
Full year 1997-98	114,295

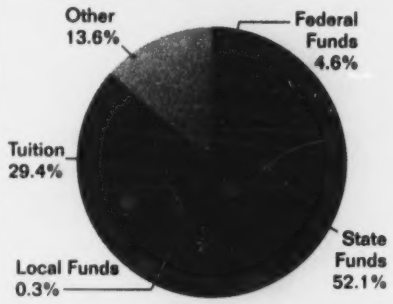
Student Characteristics

Gender		
Male		38.3%
Female		61.7%
Attendance status		
Full-time		40.9%
Part-time		59.1%
Race/ethnicity		
African American		8.9%
Asian/Pacific		3.3%
Hispanic		7.0%
Native American		0.4%
Percent minority		*19.7%*
White		69.2%
Other		11.1%
Age	Part-time	Full-time
17 or younger	1.7%	3.1%
18 to 21	16.4%	58.5%
22 to 29	31.0%	23.4%
30 to 39	28.3%	9.8%
40 or older	22.6%	5.3%

Percentage of Students from Within State

Public 2-year	96.3%
Independent 2-year	76.4%
Public 4-year	85.0%
Independent 4-year	37.8%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,223
Public 4-year	$4,012
Median income, family of 4	$68,958
Tuition as percentage of family income	
Public 2-year	3.2%
Public 4-year	5.8%

Average Faculty Salary

Public 2-year	$42,039
Independent 2-year	$36,327
Public 4-year	$58,931
Independent 4-year	$66,058

Expenditures per FTE Student

Total expenditures	$9,349
Student-related	$6,959
Instructional	$3,603

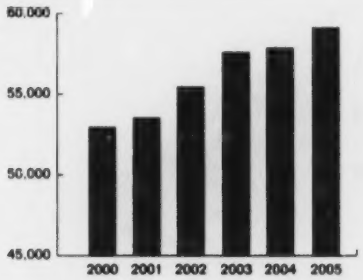
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	6.3%
2015	7.6%
Asian/Pacific	
2000	3.7%
2015	5.7%
Hispanic	
2000	6.6%
2015	9.9%
Native American	
2000	0.2%
2015	0.2%
White	
2000	83.2%
2015	76.6%
Age Distribution	
Under 5 years	6.4%
5 to 17 years	17.4%

18 to 24 years	8.3%
25 to 44 years	32.3%
45 to 64 years	21.7%
65 and older	13.9%
Median age	36.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-244,494
International migrants	147,834

Migration / Immigration Projections 2000-2015

Net internal migrants	-845,669
International migrants	858,108

State Grant Aid

All aid (in thousands):	$92,172
Aid per resident:	$19.58

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	74.8%	27
Female	63.4%	14

Gross State Product (in billions)

Amount	$221.0
National rank	11

Unemployment Rate

March 1999	2.8
March 2000	2.5
Percent change	-12.0%
Rank, percent change	30

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Other services	64,100	32.0%
Transportation services	4,100	28.7%
Health services	120,000	28.3%
Business services	81,300	28.2%
Social services	38,600	26.3%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	1,900	46.3%
Electronic equipment	13,200	27.6%
Apparel and textile	3,900	25.0%
Textile mill production	2,800	20.1%
Paper products	3,600	19.8%

Michigan

Michigan community colleges are enjoying the best of times. The state's booming economy has translated into excellent state and local funding, and strong community support.

The state recognizes credit and noncredit enrollment and uses student contact hours of instruction as its primary measure of community college activity.

A decade after Michigan struggled to attract new companies, economic development efforts focus on attracting workers for bustling workplaces. The state has spent $55 million to develop Michigan Technical Education Centers at community colleges. Industry needs drive the centers' offerings of noncredit occupational courses with open entry and open exit.

Declining credit enrollments are the one cloud on the horizon of Michigan's community colleges. FTE enrollments dropped at 26 of the colleges since 1992. Enrollments dropped an average of 8 percent, but one college lost 26 percent of its FTE enrollment. Community college leaders attribute the loss to the availability of jobs, increased competition from proprietary institutions, and students' changing needs. Traditional occupational education enrollment has decreased the most, and customized training has slowed statewide. Transfer programs appear to be the most stable.

Enrollments affect only a small part of the colleges' state funding, however, and may explain why the drop has not been a big issue. Community colleges, K–12 public schools, and the university system receive identical percentage increases in the state budget. The state recognizes credit and noncredit enrollment and uses student contact hours of instruction as its primary measure of community college activity.

Community college leaders are watching to see how the new Michigan Merit Award program affects enrollments. Some observers worry that the grants intended to make higher education more affordable will move students who would otherwise attend community colleges to four-year institutions. The program rewards student who score well on standardized entrance exams. If award recipients attend college in Michigan, the state sends $2,500 on their behalf to the private or public institution of their choice. The awards drop to $1,000 when students attend out-of-state institutions. The nonrenewable payments were made for the first time in fall 2000 for May 2000 high school graduates.

Term limits have heightened the need for Michigan's public community colleges to work together cultivating politicians as community college champions. Because senators are limited to two four-year

terms and House members to three two-year terms, community college leaders often need to teach newly elected officials about their institutions' needs.

The governor's recent division of the Michigan Jobs Commission realigned postsecondary institutions with career-development agencies. The change created two departments: the Michigan Economic Development Corporation and the Michigan Department of Career Development. In January 2000, the Office of Postsecondary Services—including the Community Colleges Service Unit—moved to the new Michigan Department of Career Development. The change gives community colleges more visibility.

The Michigan Community College Association operates the Michigan Community College Virtual Learning Collaborative, which receives some funding and marketing assistance from the state's Michigan Virtual University. In addition to offering a general liberal arts curriculum online, the community college collaborative plans to carve out a niche by providing medical, technical, and manufacturing degree programs entirely online. It already offers an associate degree in nursing and an associate degree in medical sonography.

Community Colleges

Number of Colleges

Public	28
Independent	2
Tribal	1

Credit Enrollment

Fall 1997	196,026
Fall 1998	197,614
Full year 1997-98	322,749

Student Characteristics

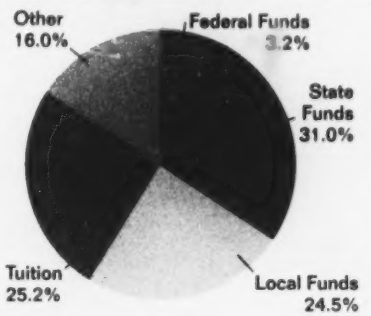
Gender	
Male	42.7%
Female	57.3%
Attendance status	
Full-time	27.9%
Part-time	72.1%
Race/ethnicity	
African American	11.3%
Asian/Pacific	2.1%
Hispanic	2.2%
Native American	1.0%
Percent minority	*16.6%*
White	77.0%
Other	6.3%

Age	Part-time	Full-time
17 or younger	2.9%	1.3%
18 to 21	25.7%	69.6%
22 to 29	31.3%	18.8%
30 to 39	21.9%	6.6%
40 or older	18.3%	3.7%

Percentage of Students from Within State

Public 2-year	98.7%
Independent 2-year	100.0%
Public 4-year	89.4%
Independent 4-year	88.6%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,618
Public 4-year	$4,277
Median income, family of 4	$59,019
Tuition as percentage of family income	
Public 2-year	2.7%
Public 4-year	7.2%

Average Faculty Salary

Public 2-year	$55,608
Independent 2-year	$23,762
Public 4-year	$58,474
Independent 4-year	$44,443

Expenditures per FTE Student

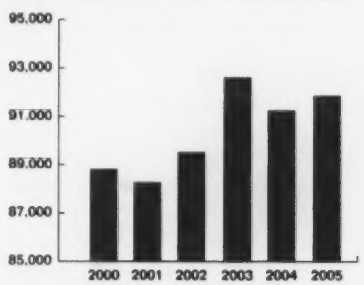
Total expenditures	$9,583
Student-related	$6,848
Instructional	$3,723

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	14.4%
2015	15.5%
Asian/Pacific	
2000	1.6%
2015	2.3%
Hispanic	
2000	2.6%
2015	3.5%
Native American	
2000	0.6%
2015	0.7%
White	
2000	80.7%
2015	78.0%
Age Distribution	
Under 5 years	6.6%
5 to 17 years	19.3%
18 to 24 years	9.4%
25 to 44 years	30.4%
45 to 64 years	21.9%
65 and older	12.4%
Median age	35.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-199,465
International migrants	99,735

Migration / Immigration Projections 2000-2015

Net internal migrants	-1,159,644
International migrants	320,613

State Grant Aid

All aid (in thousands):	$96,405
Aid per resident:	$13.20

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	75.5%	25
Female	59.8%	34

Gross State Product (in billions)

Amount	$272.6
National rank	9

Unemployment Rate

March 1999	3.7
March 2000	2.8
Percent change	-32.1%
Rank, percent change	7

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	15,300	33.0%
Transportation services	5,100	27.4%
Business services	98,700	26.1%
Health services	110,700	25.0%
Social services	40,800	22.4%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	6,000	20.5%
Leather products	600	18.8%
Apparel and textile	2,300	13.5%
Textile mill production	200	13.3%
Primary metals	4,400	12.9%

Minnesota

Minnesota merged seven universities with the state's public community colleges and technical colleges in 1995 to form the Minnesota State Colleges and Universities (MnSCU). Years later, the adjustment toward an integrated system continues.

Using the Minnesota Transfer Curriculum, students may transfer their general education courses without obtaining associate degrees.

Before the merger, the technical colleges' focus had been vocational education; the community colleges' primary mission was transfer programs. Cultural issues and the continuation of two separate faculty unions have slowed the process of unifying the institutions into comprehensive community colleges. All the two-year institutions will eventually have a larger role in economic development, if a task force's recent recommendations are implemented.

Enrollments rebounded in fall 1999, when they increased 6.6 percent. The two-year institutions increased full-time tuition for 2000–01 an average of 4.4 percent, to $2,154, to help cover the funding gap created by the unexpected growth.

The MnSCU Board of Trustees will consider a new funding formula in fall 2000. Administrators hope it can be used to prepare the biennial budget request that goes to the legislature in January. The first two years after the merger, the institutions retained their old funding formulas. Since then, allocations were based on FTE plus a share of the overall budget. In 1999, however, the system received less money than it requested from the legislature. Consequently, 27 of the system's institutions had less state support than during the previous year.

In the new formula, similar programs, for example freshman English, would be funded at the same level throughout the state. It includes an entitlement based on previous expenses and makes allowances for administrative costs, facilities, equipment, and libraries. If adopted, the formula would send a greater share of the state's higher education funds to MnSCU.

The merger helped refine the system's articulation process, particularly for transfer students at the two-year institutions. By using the Minnesota Transfer Curriculum, students may now transfer their general education courses without obtaining associate degrees. This process allows students to use their elective credits for prerequisites in their majors after they transfer to the four-year institutions. The transfer curriculum addresses several needs. It tries to keep students at the two-year institutions long enough for them to complete their basic requirements and get acclimated to higher education's rigors. But it also strives to move people along quickly without extra courses that do not count toward bachelor's degrees.

Community Colleges

Number of Colleges

Public	29
Independent	3
Tribal	3

Credit Enrollment

Fall 1997	87,336
Fall 1998	85,665
Full year 1997-98	155,214

Student Characteristics

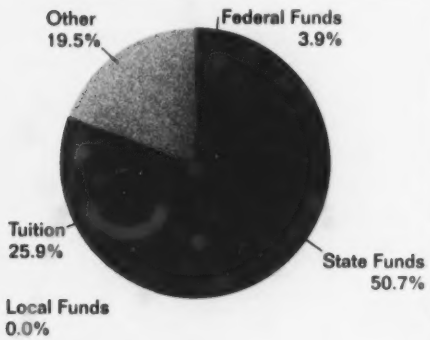
Gender	
Male	44.6%
Female	55.4%
Attendance status	
Full-time	47.1%
Part-time	52.9%
Race/ethnicity	
African American	4.5%
Asian/Pacific	2.7%
Hispanic	1.2%
Native American	1.5%
Percent minority	*9.8%*

White	81.0%	
Other	9.1%	
Age	Part-time	Full-time
17 or younger	6.3%	3.6%
18 to 21	19.4%	60.4%
22 to 29	27.7%	22.0%
30 to 39	24.5%	8.9%
40 or older	22.2%	5.1%

Percentage of Students from Within State

Public 2-year	93.0%
Independent 2-year	86.9%
Public 4-year	77.6%
Independent 4-year	66.3%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,256
Public 4-year	$3,866
Median income, family of 4	$67,140
Tuition as percentage of family income	
Public 2-year	3.4%
Public 4-year	5.8%

Average Faculty Salary

Public 2-year	$44,529
Independent 2-year	$34,368
Public 4-year	$55,260
Independent 4-year	$46,414

Expenditures per FTE Student

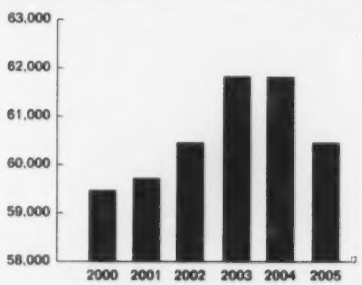
Total expenditures	$17,123
Student-related	$13,107
Instructional	$7,079

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	3.2%
2015	4.3%
Asian/Pacific	
2000	2.8%
2015	4.1%
Hispanic	
2000	1.9%
2015	2.8%
Native American	
2000	1.3%
2015	1.6%
White	
2000	90.7%
2015	87.3%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	19.9%
18 to 24 years	9.5%
25 to 44 years	30.2%
45 to 64 years	21.4%
65 and older	12.3%
Median age	35.4

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	86,847
International migrants	55,173

Migration / Immigration Projections 2000-2015

Net internal migrants	-75,838
International migrants	196,250

State Grant Aid

All aid (in thousands):	$113,429
Aid per resident:	$32.37

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	80.8%	5
Female	70.1%	1

Gross State Product (in billions)

Amount	$149.4
National rank	18

Unemployment Rate

March 1999	2.8
March 2000	2.7
Percent change	-3.7%
Rank, percent change	41

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Business services	67,900	30.6%
Agricultural services	8,200	29.9%
Social services	40,500	28.9%
Transportation services	3,300	28.0%
Other services	21,200	26.4%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	2,400	18.0%
Leather products	300	13.6%
Textile mill production	200	11.8%
Oil and gas	200	11.8%
Electronic equipment	3,100	10.5%

Mississippi

A proposal to build a new university near an existing community college spurred a fight over control of freshman and sophomore programs in Mississippi and over the division of the state's scarce higher education dollars.

The Mississippi State Board of Community and Junior Colleges (SBCJC) considers the plan to create a new University of Southern Mississippi campus near Mississippi Gulf Coast Community College a threat to the state's public community colleges and its statutory powers to determine the location of off-campus, lower-division courses. The SBCJC also contends that the addition of another university is a wasteful duplication of services. It sued the state's Institutions of Higher Learning Board to stop plans for the new university and won an injunction in spring 2000. A trial is set for fall 2000.

The SBCJC wants to bring all the state's workforce and vocational training programs under its auspices.

A group of black Mississippians has also sued to stop the proposed expansion. They contend a new university will divert funds from the state's three historically black colleges. A 25-year-old, unresolved desegregation case has the federal court overseeing state funding and other activities at these colleges.

Despite an improved economy, state funding for higher education has decreased in recent years. The community college system received $6.3 million less in its formula funding for fiscal year 2001. It has been notified that its funding may be cut another $7 million to $12 million during the year because state revenues are less than anticipated. The financial cuts add to the challenge of paying faculty competitive salaries at a time when the state's public school teachers will receive a 30 percent pay raise.

The SBCJC wants to bring all the state's workforce and vocational training programs under its auspices. The community colleges offer workforce development programs, and many K–12 systems offer training under the Department of Education. The community college board's proposal to consolidate this responsibility has failed to win legislative approval in the past two years.

Many Mississippians consider workforce development a critical issue. The state led the nation in the growth of service industry jobs between 1992 and 1997. According the Census Bureau, federal income tax receipts from hotels and motels, particularly casino hotels, were the principal sources of this employment. Community college officials express concern that Mississippians' historically low rate of degree attainment puts the state at a disadvantage when most new jobs require postsecondary education. More than 500,000 of the state's residents (18 percent of the state's population) do not have a high school education.

The Mississippi Virtual Community College, a cooperative effort by all the public community colleges, began in January 2000. Eighty courses were available online in the fall.

Community Colleges

Number of Colleges

Public	16
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	57,586
Fall 1998	59,100
Full year 1997-98	80,447

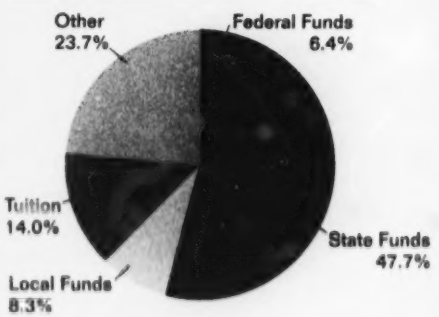
Student Characteristics

Gender		
Male	40.4%	
Female	59.6%	
Attendance status		
Full-time	68.1%	
Part-time	31.9%	
Race/ethnicity		
African American	32.7%	
Asian/Pacific	0.6%	
Hispanic	0.5%	
Native American	0.5%	
Percent minority	*34.3%*	
White	64.3%	
Other	1.4%	
Age	Part-time	Full-time
17 or younger	1.1%	1.0%
18 to 21	20.0%	66.2%
22 to 29	29.5%	20.3%
30 to 39	25.6%	8.1%
40 or older	23.8%	4.5%

Percentage of Students from Within State

Public 2-year	94.8%
Independent 2-year	86.8%
Public 4-year	69.3%
Independent 4-year	64.2%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$959
Public 4-year	$2,859
Median income, family of 4	$43,907
Tuition as percentage of family income	
Public 2-year	2.2%
Public 4-year	6.5%

Average Faculty Salary

Public 2-year	$38,308
Independent 2-year	$24,727
Public 4-year	$44,522
Independent 4-year	$37,983

Expenditures per FTE Student

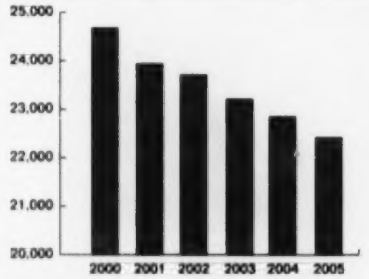
Total expenditures	$8,163
Student-related	$6,371
Instructional	$3,981

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	35.7%
2015	36.1%
Asian/Pacific	
2000	0.7%
2015	0.9%
Hispanic	
2000	0.7%
2015	1.0%
Native American	
2000	0.3%
2015	0.3%
White	
2000	62.6%
2015	61.7%
Age Distribution	
Under 5 years	7.3%
5 to 17 years	19.9%
18 to 24 years	10.9%
25 to 44 years	28.7%
45 to 64 years	21.0%
65 and older	12.1%
Median age	33.7

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	44,639
International migrants	6,887

Migration / Immigration Projections 2000-2015

Net internal migrants	149,636
International migrants	27,715

State Grant Aid

All aid (in thousands):	$954
Aid per resident:	$0.47

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	69.7%	48
Female	54.6%	49

Gross State Product (in billions)

Amount	$58.3
National rank	33

Unemployment Rate

March 1999	4.4
March 2000	4.8
Percent change	8.3%
Rank, percent change	47

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Pipelines	100	50.0%
Health services	30,700	34.5%
Business services	22,200	34.3%
Agricultural services	4,900	30.6%
Transportation services	600	30.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	3,600	22.1%
Leather products	100	20.0%
Oil and gas	1,000	13.7%
Mining	1,000	12.3%
Farm	6,000	11.5%

Missouri

Missouri's public community colleges reviewed their missions and performance during 2000 in preparation for future educational initiatives. This strategic review follows a five-year, $25 million state effort to make the public two-year colleges the primary source of technical education for high-skill, high-wage jobs.

The State Plan for Post-Secondary Technical Education added personnel and equipment in 68 communities. Twelve Regional Technical Education Councils, created as part of the initiative, helped disperse the new equipment and human resources so that they would be available for vocational-technical high school classes, associate degree programs, and customized training. The councils will continue, but after fiscal year 2001, community colleges will no longer have $5 million added to their budgets each year. The $25 million accumulated—about $5 million added each year of the five-year plan—remains in the community colleges' core budgets, however.

The state's emphasis on improving access, quality, and efficiency generated more than 100 new technical programs, including 31 technical certificates and 71 technical associate in applied science degrees, since 1996. The two-year institutions integrated licensure and industry-based skill standards into their technical programs as they streamlined transfer agreements among vocational technical schools, community colleges, and four-years institutions. Interactive instructional television networks were also enhanced with state and local funds.

Administrators consider the increasing enrollment of African American students as an indicator

of progress. African Americans made up 12 percent of the public community college student population since 1992. Missouri's statewide population is 8 percent African American.

Missouri uses financial aid to increase geographic and programmatic access. The Advantage Missouri Program forgives students' educational loans if they go into high-skill jobs in high-demand fields. The recently added Missouri College Guarantee program bridges the gap oetween students' Pell grants and their tuition. Missouri's tuition remains unchanged at $40 to $55 per credit hour depending on the institution. The community colleges receive funding from local tax districts. Linn State Technical College, owned and operated by the state since 1996, provides advanced technological associate degrees not offered by the community colleges or other institutions in the state.

Educational administrators anticipate that college enrollments will increase in the next five years by 10,000 to 12,000 as students from Missouri's A+ Schools Program move into the postsecondary system. The A+ program, a K–12 improvement initiative, offers two years of tuition-free community college education to eligible high school graduates whose schools also meet performance standards. Although the legislation creating this significant financial incentive went into effect in 1993, community colleges are just beginning to see the A+ graduates because of the years involved in planning and evaluation at the high schools.

The A+ program, a K–12 improvement initiative, offers two years of tuition-free community college education to eligible high school graduates whose schools also meet performance standards.

Missouri's community colleges continue to offer strong customized contract training programs. The Missouri Department of Development provides nearly $12 million annually to assist community colleges in this subsidized training for business and industry.

Community Colleges

Number of Colleges

Public	14
Independent	5
Tribal	0

Credit Enrollment

Fall 1997	76,135
Fall 1998	79,751
Full year 1997-98	128,459

Student Characteristics

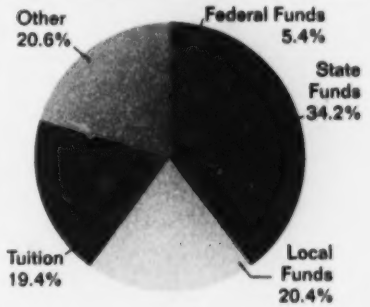
Gender	
Male	41.1%
Female	58.9%
Attendance status	
Full-time	39.6%
Part-time	60.4%
Race/ethnicity	
African American	11.2%
Asian/Pacific	1.5%
Hispanic	1.5%
Native American	0.5%
Percent minority	*14.7%*
White	79.4%
Other	5.9%

Age	Part-time	Full-time
17 or younger	8.2%	1.7%
18 to 21	23.7%	69.2%
22 to 29	27.1%	17.2%
30 to 39	21.8%	7.5%
40 or older	19.3%	4.4%

Percentage of Students from Within State

Public 2-year	97.9%
Independent 2-year	49.8%
Public 4-year	84.4%
Independent 4-year	58.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,311
Public 4-year	$3,550
Median income, family of 4	$54,190
Tuition as percentage of family income	
Public 2-year	2.4%
Public 4-year	6.6%

Average Faculty Salary

Public 2-year	$41,499
Independent 2-year	$37,117
Public 4-year	$50,960
Independent 4-year	$48,113

Expenditures per FTE Student

Total expenditures	$19,052
Student-related	$12,901
Instructional	$8,412

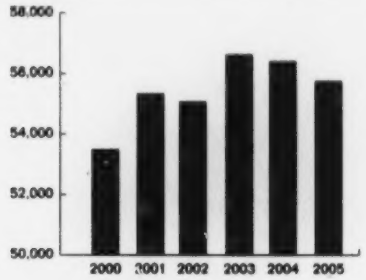
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	11.2%
2015	11.9%
Asian/Pacific	
2000	1.1%
2015	1.4%
Hispanic	
2000	1.6%
2015	2.2%
Native American	
2000	0.4%
2015	0.5%
White	
2000	85.7%
2015	84.0%
Age Distribution	
Under 5 years	6.6%
5 to 17 years	19.0%
18 to 24 years	9.5%

25 to 44 years	29.5%
45 to 64 years	21.8%
65 and older	13.6%
Median age	36.1

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	101,020
International migrants	38,351

Migration / Immigration Projections 2000-2015

Net internal migrants	275,978
International migrants	108,163

State Grant Aid

All aid (in thousands):	$35,178
Aid per resident:	$8.65

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	76.9%	20
Female	62.7%	20

Gross State Product (in billions)

Amount	$152.1
National rank	17

Unemployment Rate

March 1999	3.5
March 2000	2.3
Percent change	-52.2%
Rank, percent change	1

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	11,000	33.0%
Business services	66,000	30.4%
Other services	23,900	30.0%
Health services	85,600	29.3%
Transportation services	3,800	27.9%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	200	40.0%
Leather products	2,500	25.8%
Private households	3,500	18.9%
Oil and gas	300	15.0%
Electronic equipment	3,800	13.2%

Montana

Strategies to attract more students to Montana's two-year institutions seem to be working. Historically, the majority of freshmen started at the more-expensive four-year colleges, which did not necessarily mean they completed degrees or obtained the needed job skills. Steady enrollment increases at the two-year institutions during the 1990s indicate a change in the trend.

Twice in recent years the Montana legislature has agreed to pay $1,500 for each non–American Indian attending a tribal college.

Following its restructuring of the two-year institutions in the mid-1990s, the state increased subsidies to two-year institutions so they would not have to increase tuition. Previously, it cost almost as much to attend a college of technology or a community college in Montana as it did to attend a four-year university.

The two-year institutions also engaged in more assertive marketing to prospective students and in greater outreach to business and industry. A Workforce Investment Board of industry and government leaders has discussed giving the two-year institutions an even larger economic development role.

In addition to the community colleges and technical colleges, which are aligned with universities, Montana has seven tribal colleges, which have articulation agreements with the state system.

The tribal colleges do not come under the aegis of the state's higher education governance; however, twice in recent years the Montana legislature has agreed to pay $1,500 for each non–American Indian attending a tribal college. Non–American Indians make up about 15 percent of the tribal college students; federal trust agreements do not reimburse the tribal colleges for these students.

Congress, through the Department of the Interior, appropriated $2,964 per FTE for American Indian students for fiscal year 1999. Congress has never fully funded what it has authorized for the tribal colleges, and this amount is less than half of the $6,000 per FTE authorized. The federal government does not consider non–Native Americans in its count. State and local governments usually do not provide any support for any students attending tribal colleges because the colleges are on federal trust lands, also known as reservations.

The tribal colleges in Montana have started upgrading their facilities with money the Lilly Endowment, Inc., gave to the American Indian College Fund in 1999. The $30 million grant is the single largest donation ever made to an American Indian organization. Thirty tribal colleges and universities in the United States will each receive about $1 million from the grant.

Community Colleges

Number of Colleges

Public	8
Independent	0
Tribal	7

Credit Enrollment

Fall 1997	8,078
Fall 1998	8,425
Full year 1997-98	14,782

Student Characteristics

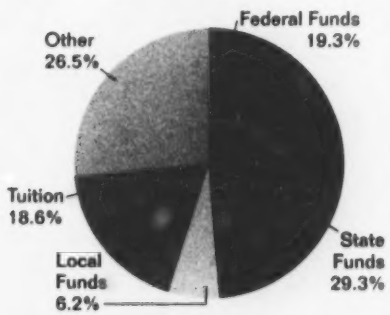
Gender	
Male	41.5%
Female	58.5%
Attendance status	
Full-time	60.9%
Part-time	39.1%
Race/ethnicity	
African American	0.2%
Asian/Pacific	0.4%
Hispanic	1.0%
Native American	27.3%
Percent minority	*29.0%*
White	65.6%
Other	5.5%

Age	Part-time	Full-time
17 or younger	2.4%	1.5%
18 to 21	20.8%	45.2%
22 to 29	20.8%	26.9%
30 to 39	20.3%	15.7%
40 or older	35.7%	10.6%

Percentage of Students from Within State

Public 2-year	96.6%
Independent 2-year	—
Public 4-year	78.2%
Independent 4-year	76.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,724
Public 4-year	$2,795
Median income, family of 4	$44,737
Tuition as percentage of family income	
Public 2-year	3.9%
Public 4-year	6.2%

Average Faculty Salary

Public 2-year	$31,582
Independent 2-year	$26,681
Public 4-year	$45,397
Independent 4-year	$35,034

Expenditures per FTE Student

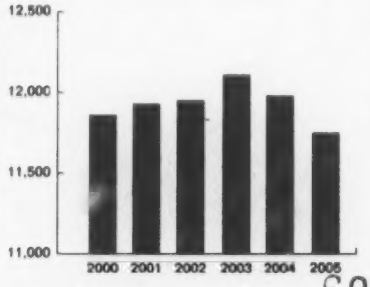
Total expenditures	$9,668
Student-related	$7,079
Instructional	$3,019

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.3%
2015	0.5%
Asian/Pacific	
2000	0.7%
2015	1.0%
Hispanic	
2000	2.1%
2015	2.7%
Native American	
2000	6.3%
2015	7.1%
White	
2000	90.6%
2015	88.6%
Age Distribution	
Under 5 years	6.0%
5 to 17 years	19.3%
18 to 24 years	10.1%
25 to 44 years	26.2%
45 to 64 years	25.0%
65 and older	13.3%
Median age	37.8

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	47,875
International migrants	2,750

Migration / Immigration Projections 2000-2015

Net internal migrants	155,937
International migrants	13,172

State Grant Aid

All aid (in thousands):	$1,396
Aid per resident:	$2.12

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	73.3%	34
Female	63.9%	13

Gross State Product (in billions)

Amount	$19.2
National rank	47

Unemployment Rate

March 1999	5.2
March 2000	4.8
Percent change	-8.3%
Rank, percent change	33

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Motor vehicles	100	50.0%
Other transportation equipment	100	50.0%
Rubber and plastics	100	50.0%
Transportation services	700	38.9%
Furniture	300	37.5%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Oil and gas	400	18.2%
Private households	500	13.5%
Petroleum products	100	11.1%
Primary metals	100	9.1%
Communications	200	5.7%

Nebraska

Nebraska's community colleges got a boost in popularity when they lowered local property taxes without cutting their institutions' budgets. The colleges were the conduit for state tax relief that pleased everyone from the governor to local property owners.

Nebraska's community colleges got a boost in popularity when they lowered local property taxes without cutting their institutions' budgets.

When the colleges reformulated their funding plan in the mid-1990s, they included a provision that if the state contributed more than 40 percent of the colleges' revenue, the extra money would be returned to residents as local property tax relief. When the legislation passed in 1997, few people anticipated its use. Then the state acquired a large budget surplus.

In 1999, and again in 2000, state officials decided to direct $30 million of the surplus to the community colleges. The bottom line of the colleges' budgets did not change, because they lowered their local property tax levies by amounts that equaled their institutions' share of the additional state support. Consequently, in 1999–00 and again for 2000–01, the state's share of community college budgets increased to 60 percent, and local support dropped from 40 percent to 20 percent. Students' share of college costs remained at 20 percent.

Whether this additional support will continue is unknown. The community colleges plan to seek more money for their economic development activities when deliberations on the next biennial budget begin in January 2001. More companies, particularly those opening new facilities, want training from the colleges.

Community college enrollments grew by 18 percent from 1992 to 1999, when fall credit headcount was about 35,000. The population of traditional college-aged students is decreasing, particularly in the western and central rural areas of Nebraska. Statewide, construction training programs are strong. Hispanic and Asian immigrants, drawn by jobs at meatpacking facilities, account for most of the enrollment growth at rural colleges. One rural college offers ESL classes in 19 languages.

Each Nebraska community college is governed by an autonomous, locally elected board. In addition to contributing to the colleges' operating budgets, local tax revenues pay all capital expenditures.

Community Colleges

Number of Colleges

Public	7
Independent	0
Tribal	2

Credit Enrollment

Fall 1997	32,615
Fall 1998	33,845
Full year 1997-98	73,584

Student Characteristics

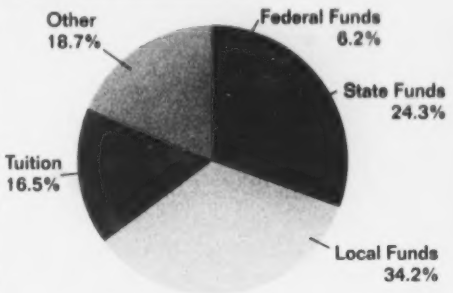
Gender	
Male	45.3%
Female	54.7%
Attendance status	
Full-time	36.2%
Part-time	63.8%
Race/ethnicity	
African American	3.8%
Asian/Pacific	2.0%
Hispanic	2.6%
Native American	1.1%
Percent minority	9.5%
White	87.5%
Other	3.0%

Age	Part-time	Full-time
17 or younger	6.0%	0.8%
18 to 21	16.9%	63.0%
22 to 29	24.9%	20.8%
30 to 39	23.6%	9.5%
40 or older	28.6%	5.9%

Percentage of Students from Within State

Public 2-year	95.5%
Independent 2-year	—
Public 4-year	86.2%
Independent 4-year	59.8%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,262
Public 4-year	$2,627
Median income, family of 4	$56,692
Tuition as percentage of family income	
Public 2-year	2.2%
Public 4-year	4.6%

Average Faculty Salary

Public 2-year	$35,029
Independent 2-year	—
Public 4-year	$49,951
Independent 4-year	$41,807

Expenditures per FTE Student

Total expenditures	$8,800
Student-related	$6,152
Instructional	$3,532

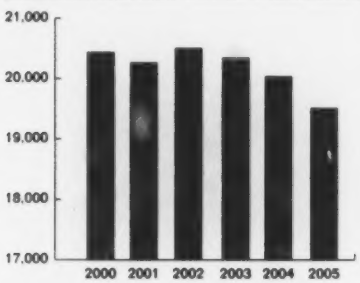
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	4.1%
2015	4.9%
Asian/Pacific	
2000	1.3%
2015	1.8%
Hispanic	
2000	3.5%
2015	4.6%

Native American	
2000	0.9%
2015	1.1%
White	
2000	90.3%
2015	87.6%
Age Distribution	
Under 5 years	6.9%
5 to 17 years	19.7%
18 to 24 years	10.2%
25 to 44 years	28.1%
45 to 64 years	21.4%
65 and older	13.7%
Median age	35.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-3,693
International migrants	15,138

Migration / Immigration Projections 2000-2015

Net internal migrants	40,946
International migrants	30,209

State Grant Aid

All aid (in thousands):	$44,692
Aid per resident:	$36.57

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	81.8%	1
Female	66.6%	7

Gross State Product (in billions)

Amount	$48.9
National rank	36

Unemployment Rate

March 1999	2.5
March 2000	2.4
Percent change	-4.2%
Rank, percent change	38

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	5,100	31.9%
Other services	7,800	29.3%
Health services	21,600	27.1%
Business services	22,700	26.8%
Transportation services	600	24.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	1,300	18.8%
Oil and gas	200	18.2%
Electronic equipment	1,000	11.4%
Misc. manufacturing	100	9.1%
Farm	5,200	7.4%

Nevada

Extraordinary growth with its attendant challenges and opportunities occupy the attention of community college leaders, faculty, and staff in Nevada.

In the past decade, Nevada's population grew from 1.2 million to 2 million, a 65 percent increase.

In the past decade, Nevada's population grew from 1.2 million to 2 million, a 65 percent increase. Enrollments at the state's four community colleges grew at an even faster pace.

Enrollments at the state's four community colleges grew at an even faster pace. FTE jumped 101 percent from 1990 through 2000. Community college enrollments reflect the shift in the distribution of minority students among Nevada's high schools, where there has been a steady decline in white, non-Hispanic students and a significant increase in the non-white, Hispanic student population.

No slowdown in growth is expected. The colleges anticipate a huge surge of traditional college-age students in the coming years because a new scholarship program nearly covers community college tuition for eligible residents. The Millennium Scholarship program—initiated by Governor Kenny Guinn and subsidized with money from the state's settlement with tobacco companies—starts with students entering the state's public universities and community colleges in fall 2000.

The Millennium Scholarships primarily will help new high school graduates who have a 3.0 grade point average and pass the state's proficiency tests. The amounts of the renewable scholarships vary depending on the number of credit hours taken, but there is a lifetime limit of $10,000.

A new budget formula prepared for the biennium beginning July 2001 equalizes funding of Nevada's community colleges with appropriations to the universities' lower divisions. FTE will determine the bulk of the allocation for instruction, but the proposed formula has a performance component as well.

In 1999, the University and Community College System of Nevada began imposing a $4 per credit technology fee for upgrading equipment and enhancing technology support for students. Because vast areas of the state—outside southern Nevada's areas of intense development—are sparsely populated, the state has had a well-developed distance delivery system since the 1970s. NevadaNet provides voice, video, and data connections to the colleges, universi-

ties, K–12, and government agencies. It has 85 video sites.

One Nevada community college offers bachelor's degrees, and there may soon be others. Great Basin College offers bachelor's degrees in applied science and elementary education. In summer 2000, the Board of Regents received a proposal that West Nevada Community College and the University of Nevada collaborate on a bachelor of technology degree in construction science.

Community Colleges

Number of Colleges

Public	4
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	41,618
Fall 1998	45,843
Full year 1997-98	67,500

Student Characteristics

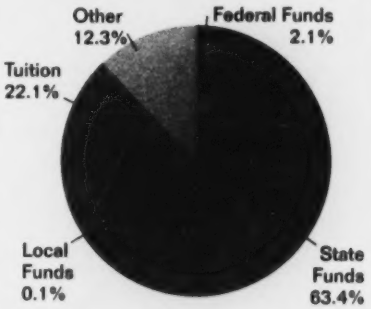
Gender	
Male	44.8%
Female	55.2%
Attendance status	
Full-time	17.3%
Part-time	82.7%
Race/ethnicity	
African American	6.6%
Asian/Pacific	6.7%
Hispanic	11.7%
Native American	1.9%
Percent minority	*26.9%*
White	64.4%
Other	8.7%

Age	Part-time	Full-time
17 or younger	5.1%	9.7%
18 to 21	16.4%	45.4%
22 to 29	29.5%	26.1%
30 to 39	23.7%	11.1%
40 or older	25.2%	7.7%

Percentage of Students from Within State

Public 2-year	92.4%
Independent 2-year	—
Public 4-year	73.9%
Independent 4-year	26.3%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,104
Public 4-year	$1,956
Median income, family of 4	$53,054
Tuition as percentage of family income	
Public 2-year	2.1%
Public 4-year	3.7%

Average Faculty Salary

Public 2-year	$46,323
Independent 2-year	—
Public 4-year	$57,537
Independent 4-year	$41,051

Expenditures per FTE Student

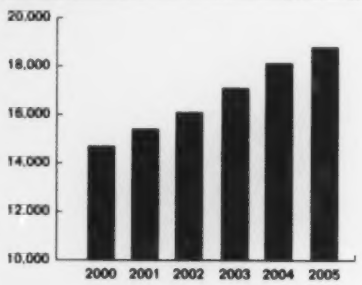
Total expenditures	$5,777
Student-related	$4,563
Instructional	$3,239

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	6.4%
2015	6.9%
Asian/Pacific	
2000	4.0%
2015	4.6%
Hispanic	
2000	12.9%
2015	17.4%
Native American	
2000	1.4%
2015	1.2%
White	
2000	75.3%
2015	69.9%
Age Distribution	
Under 5 years	7.9%
5 to 17 years	19.3%
18 to 24 years	8.6%
25 to 44 years	30.1%
45 to 64 years	22.6%
65 and older	11.5%
Median age	35.3

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	433,219
International migrants	55,570

Migration / Immigration Projections 2000-2015

Net internal migrants	411,559
International migrants	110,449

State Grant Aid

All aid (in thousands):	$7,218
Aid per resident:	$5.48

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.2%	19
Female	62.4%	22

Gross State Product (in billions)

Amount	$57.4
National rank	34

72

Unemployment Rate	
March 1999	4.5
March 2000	3.8
Percent change	-18.4%
Rank, percent change	21

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Business services	31,900	48.4%
Health services	24,400	47.8%
Other services	16,900	45.9%
Social services	8,100	45.8%
Transportation services	1,400	45.2%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Electronic equipment	200	10.5%
Farm	300	5.8%
Private households	100	2.3%
Paper products	0	0.0%
Motor vehicles	0	0.0%

New Hampshire

Transforming postsecondary vocational technical institutions into comprehensive community colleges kept New Hampshire's community technical colleges exceptionally busy the past two years. Leaders attribute the 8 percent jump in enrollments during this period to the new emphasis on access, transfer programs, and connections with high schools. A 10-year capital budget drafted for the governor's consideration proposes the system double in size during the next decade.

The system's revitalized marketing campaign uses the motto "We'll Change Your Life."

The New Hampshire Community Technical College System (NHCTCS), a state government department, adopted a market-driven mission when a new commissioner and 25-member board of governors started work in 1998. The system's revitalized marketing campaign uses the motto "We'll Change Your Life." The new leadership instigated an educational foundation and college alumni associations.

The system also invested $1.5 million in new academic programs. The commissioner distributed the funds as seed money for proposals that the faculty developed in response to community needs. The new courses receive funding for one year, then must sustain themselves with tuition from the students they attract. New programs created in this fashion include education, fine arts, e-commerce, and health information technology. Transfer programs, like most of these new initiatives, are considered an emerging market for the colleges that previously focused on occupational education.

New initiatives aimed at high school students address immediate educational needs and may eventually yield greater college attendance. Most New Hampshire public school graduates do not go on to college, and half of those who continue their education leave New Hampshire to attend college.

The Running Start program offers dual high school and college credit. The courses are taught in the students' high schools by teachers who meet the community technical colleges' standards. Students' pay just one-third of the regular tuition. Two hundred students participated the first year, 1999–00. NHCTCS faculty also provided high school teachers with Cisco training and instruction for Project Lead the Way, a five-course high school curriculum to spur interest in engineering and science.

In fall 1999, the system began a distance education program with New Hampshire Public Television. Going the Distance uses telecourses assembled from several different producers by PBS Adult Learning Services. Students receive the courses via New Hampshire Public Television broadcasts and may also have contact by telephone, Internet, fax, mail or in-person with an instructor in New Hampshire.

The system has not changed its tuition in four years. Holding tuition has become increasingly difficult. The colleges' reliance on property taxes has been the subject of protracted litigation known as the Claremont Education Lawsuit and prompted an order from the New Hampshire Supreme Court to create a new funding mechanism.

Community Colleges

Number of Colleges	
Public	4
Independent	3
Tribal	0

Credit Enrollment	
Fall 1997	13,046
Fall 1998	11,187
Full year 1997-98	17,268

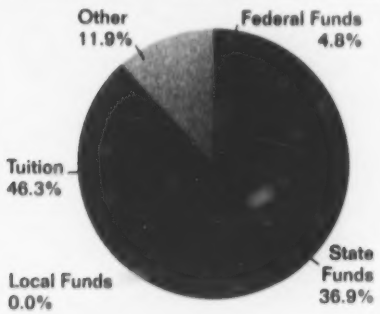
Student Characteristics	
Gender	
Male	39.7%
Female	60.3%
Attendance status	
Full-time	42.6%
Part-time	57.4%
Race/ethnicity	
African American	0.9%
Asian/Pacific	0.5%
Hispanic	0.6%
Native American	0.1%
Percent minority	*2.1%*
White	68.6%
Other	29.3%

Age	Part-time	Full-time
17 or younger	0.7%	0.9%
18 to 21	22.5%	59.2%
22 to 29	25.0%	20.9%
30 to 39	27.5%	12.3%
40 or older	24.3%	6.7%

Percentage of Students from Within State

Public 2-year	91.0%
Independent 2-year	64.8%
Public 4-year	56.5%
Independent 4-year	31.1%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$3,170
Public 4-year	$5,753
Median income, family of 4	$61,014
Tuition as percentage of family income	
Public 2-year	5.2%
Public 4-year	9.4%

Average Faculty Salary

Public 2-year	$35,625
Independent 2-year	$24,230
Public 4-year	$54,045
Independent 4-year	$54,837

Expenditures per FTE Student

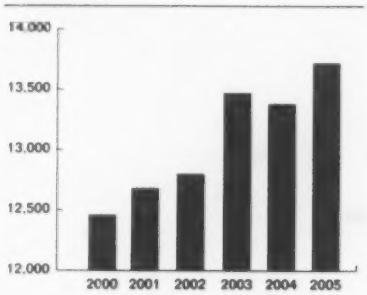
Total expenditures	$10,007
Student-related	$6,419
Instructional	$4,279

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.7%
2015	1.0%
Asian/Pacific	
2000	1.1%
2015	1.6%
Hispanic	
2000	1.4%
2015	2.0%
Native American	
2000	0.2%
2015	0.2%
White	
2000	96.6%
2015	95.1%
Age Distribution	
Under 5 years	6.2%
5 to 17 years	19.2%
18 to 24 years	8.2%
25 to 44 years	33.4%
45 to 64 years	21.1%
65 and older	12.0%
Median age	35.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	29,607
International migrants	6,995

Migration / Immigration Projections 2000-2015

Net internal migrants	93,170
International migrants	31,993

State Grant Aid

All aid (in thousands):	$1,753
Aid per resident:	$1.95

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.5%	12
Female	66.1%	8

Gross State Product (in billions)

Amount	$38.1
National rank	39

Unemployment Rate

March 1999	3
March 2000	2.6
Percent change	-15.4%
Rank, percent change	26

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Transportation by air	800	42.1%
Agricultural services	2,500	35.7%
Transportation services	600	35.3%
Business services	16,200	35.0%
Other services	8,000	33.5%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	700	43.8%
Apparel and textile	400	18.2%
Private households	600	18.2%
Textile mill production	500	15.2%
Electronic equipment	1,600	12.4%

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New Jersey

New Jersey's community colleges continue to focus on maintaining access and affordability. The colleges are pursuing a seven-year plan to increase state support by $84 million—$12 million per year for seven years. Fiscal year 2001 marks the third year of increased state support. If the plan continues to receive support from the legislature and governor, the state will supply one-third of community colleges' operating revenues. Governor Christine T. Whitman, whose first public office was as a community college trustee, announced support for the plan at her second inauguration. Her term expires in December 2001, so the colleges plan to lobby gubernatorial candidates for continuation of the plan.

The colleges provide computerized transfer information, so students can learn quickly what courses are accepted for the degree programs that interest them.

The additional state money has helped stabilize tuitions, which were among the highest in the nation. Many of the colleges froze their tuitions at 1997 levels or have increased tuitions only in small increments since then. Average tuition for fall 2000 was $65.26 per credit hour. One college reduced tuition by $5 per credit hour in 2000 because of increased local support.

Full-time credit enrollment reached a statewide high in fall 1999. More than 67,000 people took part-time credit classes. More than 100,000 took noncredit courses, but because of inconsistencies in the way noncredit and workforce training courses are tallied, state officials do not have an exact number of noncredit students. They are working with the colleges on developing a uniform method of counting noncredit activities.

The colleges recently agreed on a general education core curriculum, which administrators hope will improve articulation with the state's four-year institutions. The colleges also provide computerized transfer information, so students can learn quickly what courses are accepted for the degree programs that interest them. The state allocated $1.2 million for the computerized articulation system.

In an effort to make community colleges more convenient for New Jersey residents, two colleges opened academic centers in 2000. Each county now has at least one community college facility.

In New Jersey, community colleges are linked to county government. The elected county freeholders determine about one-third of community colleges' financial support, though this amount varies from county to county. The freeholders also appoint most of the colleges' trustees, who in turn govern the college. The legislature created the New Jersey Council of County Colleges as a coordinating agency and advocate for the community colleges. The council's activities have led to the creation of two consortia.

All the colleges participate in the New Jersey Virtual Community College Consortium, which began as a pilot project in fall 1999 with 43 students. By spring 2000, enrollment had climbed to 250. More than 300 online courses were ready for fall 2000. The charge is $80 per credit hour. Transcripts list the college of registration as the source of the Internet course.

The colleges have also formed a purchasing consortium and saved about $500,000 in 2000 by purchasing electricity collectively. The consortium negotiated with national companies for discounts on computer hardware and software.

Community Colleges

Number of Colleges

Public	19
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	124,568
Fall 1998	123,149
Full year 1997-98	176,956

Student Characteristics

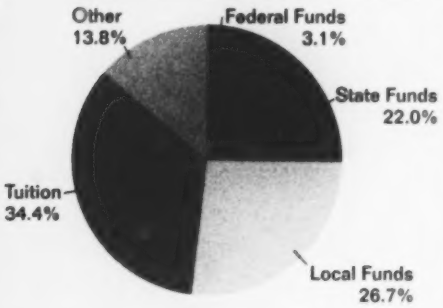
Gender	
Male	41.4%
Female	58.6%
Attendance status	
Full-time	44.9%
Part-time	55.1%
Race/ethnicity	
African American	13.3%
Asian/Pacific	5.2%
Hispanic	12.0%
Native American	0.3%
Percent minority	*30.8%*
White	58.2%
Other	11.0%

Age	Part-time	Full-time
17 or younger	0.9%	0.7%
18 to 21	18.4%	67.3%
22 to 29	32.5%	20.3%
30 to 39	25.6%	7.9%
40 or older	22.6%	3.8%

Percentage of Students from Within State

Public 2-year	98.7%
Independent 2-year	100.0%
Public 4-year	89.8%
Independent 4-year	72.3%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,035
Public 4-year	$4,951
Median income, family of 4	$70,983
Tuition as percentage of family income	
Public 2-year	2.9%
Public 4-year	7.0%

Average Faculty Salary

Public 2-year	$56,444
Independent 2-year	$25,982
Public 4-year	$64,640
Independent 4-year	$63,562

Expenditures per FTE Student

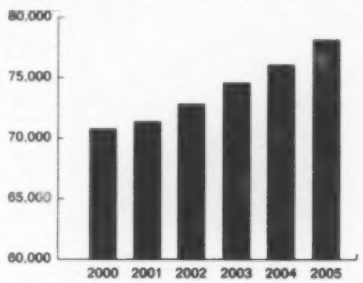
Total expenditures	$8,022
Student-related	$5,420
Instructional	$3,198

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	13.4%
2015	14.6%
Asian/Pacific	
2000	5.2%
2015	7.5%
Hispanic	
2000	11.3%
2015	14.5%
Native American	
2000	0.2%
2015	0.2%
White	
2000	69.9%
2015	63.2%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	17.9%
18 to 24 years	8.3%
25 to 44 years	31.1%
45 to 64 years	22.4%
65 and older	13.6%
Median age	37

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-378,495
International migrants	377,830

Migration / Immigration Projections 2000-2015

Net internal migrants	-775,886
International migrants	1,240,307

State Grant Aid

All aid (in thousands):	$176,843
Aid per resident:	$28.80

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	74.7%	29
Female	59.1%	37

Gross State Product (in billions)

Amount	$294.1
National rank	8

Unemployment Rate

March 1999	4.3
March 2000	3.5
Percent change	-22.9%
Rank, percent change	17

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	135,500	32.1%
Social services	34,600	27.2%
Transportation services	6,400	27.0%
Other services	53,900	26.9%
Business services	101,500	26.7%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Electronic equipment	9,400	32.8%
Leather products	900	32.1%
industrial machinery	7,100	22.8%
Fabricated metals	6,200	21.3%
Apparel and textile	6,300	21.1%

New Mexico

New Mexico's community colleges are a mix of stand-alone community colleges, university branch campuses, and educational outreach centers. The state has tribal colleges and branch campuses of an Arizona tribal college. New Mexico's universities also grant associate degrees.

Many projects percolating among New Mexico's community colleges aim at increasing their prominence in higher education and economic development. For example, the colleges are creating performance measures that will capture student intent as well as institutional mission. Baseline information and performance goals will go to the legislature in fall 2000, but linking the measures to funding may take several more years. Because the colleges began working on accountability standards several years ago, the legislature seems content to work from the criteria the colleges develop. The standards judge quality, efficiency, stu-

dent success, access, credit and noncredit activities, and economic development.

All the state's higher education providers want a more collaborative, less-competitive funding formula. The various sectors plan to begin roundtable discussions and public meetings in fall 2000 to develop a new agenda for public higher education in New Mexico, which they hope will be the basis for a new funding mechanism.

Intel and Los Alamos National Laboratory are working with the New Mexico Association of Community Colleges on a survey to determine which technical skills required by industry do not require a bachelor's degree.

The community colleges intend to carve out a niche in teacher preparation programs, and they would like to become New Mexico's primary workforce training provider. Currently, there is no statewide coordination of the colleges' workforce training programs. The colleges do provide more than 90 percent of the state's adult basic education.

Intel and Los Alamos National Laboratory are working with the New Mexico Association of Community Colleges on a survey to determine which technical skills required by industry do not require a bachelor's degree. The community colleges will use the survey data to develop a technical core curriculum, and they are working to attain industry certifications for their various training programs. The colleges hope that when they accomplish these tasks the universities will more readily accept the credits of students holding associate in applied science degrees.

The New Mexico Community College Action Network started in spring 2000. The public-private partnership will try to create a statewide infrastructure for distance education. Telecommunications for distance education services exist in pockets that do not reach most rural areas, and many rural residents have not benefited from the healthy economy to the same extent as the state's urban residents.

Community Colleges

Number of Colleges

Public	14
Independent	0
Tribal	2

Credit Enrollment

Fall 1997	51,450
Fall 1998	51,604
Full year 1997-98	88,504

Student Characteristics

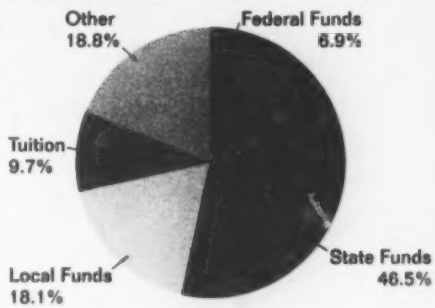
Gender	
Male	39.9%
Female	60.1%
Attendance status	
Full-time	34.5%
Part-time	65.5%
Race/ethnicity	
African American	2.4%
Asian/Pacific	1.5%
Hispanic	37.2%
Native American	10.1%
Percent minority	*51.2%*
White	45.1%
Other	3.8%

Age	Part-time	Full-time
17 or younger	5.5%	2.0%
18 to 21	19.6%	49.2%
22 to 29	25.4%	25.8%
30 to 39	23.3%	14.2%
40 or older	26.1%	8.8%

Percentage of Students from Within State

Public 2-year	88.4%
Independent 2-year	—
Public 4-year	82.7%
Independent 4-year	53.6%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$668
Public 4-year	$2,180
Median income, family of 4	$43,829
Tuition as percentage of family income	
Public 2-year	1.5%
Public 4-year	5.0%

Average Faculty Salary

Public 2-year	$33,094
Independent 2-year	—
Public 4-year	$47,260
Independent 4-year	$35,906

Expenditures per FTE Student

Total expenditures	$8,761
Student-related	$5,818
Instructional	$3,186

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	1.9%
2015	2.1%
Asian/Pacific	
2000	1.1%
2015	1.4%
Hispanic	
2000	28.3%
2015	30.5%
Native American	
2000	6.5%
2015	7.0%
White	
2000	62.2%
2015	59.0%
Age Distribution	
Under 5 years	7.6%
5 to 17 years	20.9%

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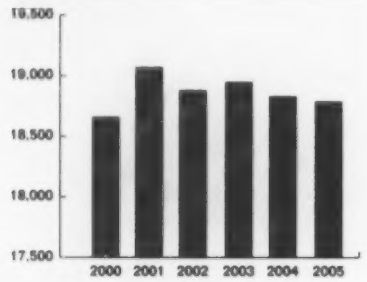
18 to 24 years	10.1%
25 to 44 years	28.1%
45 to 64 years	21.8%
65 and older	11.5%
Median age	34.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	42,339
International migrants	38,267

Migration / Immigration Projections 2000-2015

Net internal migrants	422,154
International migrants	13,341

State Grant Aid

All aid (in thousands):	$29,404
Aid per resident:	$23.63

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	71.0%	45
Female	57.6%	39

Gross State Product (in billions)

Amount	$45.2
National rank	37

Unemployment Rate

March 1999	5.4
March 2000	5.2
Percent change	-3.8%
Rank, percent change	40

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Paper products	100	50.0%
Transportation services	900	40.9%
Health services	24,600	40.3%
Agricultural services	5,000	38.8%
Rubber and plastics	300	37.5%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Textile mill production	200	28.6%
Leather products	100	25.0%
Petroleum products	100	14.3%
Private households	1,000	12.7%
Oil and gas	900	6.5%

New York

New York has two separate public community college systems that cater to the needs of their distinct populations. The City University of New York (CUNY) community colleges serve New York City residents. The State University of New York (SUNY) community colleges—except for the Fashion Institute of Technology—are located outside New York City. Among its university centers, SUNY has the Institute for Community College Development at Cornell University. The institute's goals include cultivating leadership for the nation's community colleges and training new presidents and trustees.

To ensure that CUNY's community college students can more easily transfer their credits within the New York City–based system, the board recently made transfer rates a key consideration in its evaluations of the system's presidents.

The SUNY community colleges spent a good bit of the 1990s considering the pros and cons of breaking away from the university system. The decision to stay has been a turning point for the system, which has gained strength and status since 1998. Community colleges now have the sole standing committee of the SUNY Board of Trustees. The board oversees all SUNY institutions; each institution also has its own president and board of trustees. The board elevated the top administrator of the community college system to vice chancellor. Formerly, this job fell much lower in the hierarchy. Funding has also improved to the point that the state pays nearly 33 percent of community colleges' costs. College administrators and the SUNY trustees plan to adopt a united vision and mission statement in fall 2000. Then, the leaders will focus on a strategic plan.

Establishing a new funding formula that supports community colleges' broad missions is a key aspect of the developing plan. Currently, FTE alone determines the budget. Those working on the plan hope the funding formula will include cost differentials and anticipate that it will have performance measures. SUNY universities already have a performance component in their budgets.

The revitalized system encourages cooperation among the community colleges and collaborations with other SUNY institutions. Partnerships have already started to address the shortage of math and science teachers, and to develop uniform technical curricula to assist statewide businesses.

CUNY emerged from the controversies of the late 1990s with a new chancellor; in summer 2000, three of the community colleges

got new presidents. The new leadership made articulation a top priority. For many years, students from CUNY's community colleges struggled to have their courses and credits accepted by the system's senior institutions. Determinations of what qualified for transfer credit were arbitrary, unpredictable, and impervious to directives from the chancellor and board.

To ensure that CUNY's community college students can more easily transfer their credits within the New York City–based system, the board made articulation one of the key considerations in its evaluations of college presidents. Beginning in June 2001, when the first evaluations are scheduled, the presidents' compensation will be linked to their institutions' attainment of articulation goals and other performance measures. A Web site has also been created for students and advisers to check program requirements and course transferability.

Annual evaluations of the system's executives marks another break from past practices. The new policy went into effect June 2000, and the system's chief executives will receive the first of their annual evaluations in June 2001. The presidents' compensation will be linked to their institutions' performance on an array of measures, including transfer rates. The board also hopes to address unmet workforce development needs with new outreach efforts to business, industry, and labor.

To help sustain access, developmental courses are offered during summer and winter intercessions. CUNY also started intervention programs with younger high school students to reduce the need for remedial course work. These steps have helped the system avoid the most dire predictions of overcrowding at the junior institutions and mass exodus from the senior institutions, though enrollment has declined.

The revamped remedial education program uses a new assessment exam, which critics decry as an admissions test. CUNY officials consider the exam a placement test and insist the colleges remain open-door institutions.

CUNY began a marketing campaign in summer 2000 to rebuild enrollment. As always, CUNY's student body reflects the diversity of New York City.

Community Colleges

Number of Colleges

Public	43
Independent	15
Tribal	0

Credit Enrollment

Fall 1997	269,307
Fall 1998	268,488
Full year 1997-98	379,345

Student Characteristics

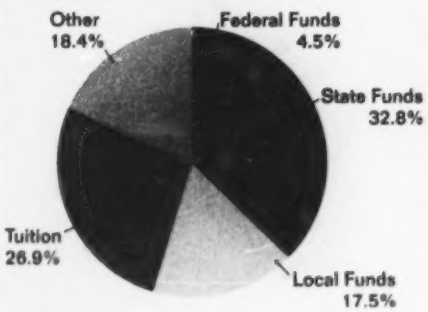
Gender	
Male	42.1%
Female	57.9%
Attendance status	
Full-time	56.0%
Part-time	44.0%
Race/ethnicity	
African American	13.9%
Asian/Pacific	4.3%
Hispanic	12.0%
Native American	0.4%
Percent minority	*30.6%*
White	62.3%
Other	7.1%

Age	Part-time	Full-time
17 or younger	8.4%	0.9%
18 to 21	18.3%	61.6%
22 to 29	30.2%	24.3%
30 to 39	23.1%	9.0%
40 or older	20.0%	4.2%

Percentage of Students from Within State

Public 2-year	98.7%
Independent 2-year	90.1%
Public 4-year	92.3%
Independent 4-year	64.7%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,576
Public 4-year	$3,905
Median income, family of 4	$57,142
Tuition as percentage of family income	
Public 2-year	4.5%
Public 4-year	6.8%

Average Faculty Salary

Public 2-year	$52,540
Independent 2-year	$30,065
Public 4-year	$57,656
Independent 4-year	$60,941

Expenditures per FTE Student

Total expenditures	$11,007
Student-related	$8,058
Instructional	$4,570

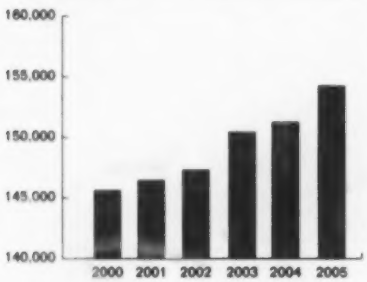
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	15.7%
2015	16.5%
Asian/Pacific	
2000	4.9%
2015	6.8%
Hispanic	
2000	13.4%
2015	16.2%
Native American	
2000	0.3%
2015	0.4%
White	
2000	65.6%
2015	60.1%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	17.7%

18 to 24 years	8.9%
25 to 44 years	31.0%
45 to 64 years	22.3%
65 and older	13.4%
Median age	36.4

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants -1,888,936
International migrants 1,107,814

Migration / Immigration Projections 2000-2015

Net internal migrants -5,260,579
International migrants 4,009,347

State Grant Aid

All aid (in thousands):	$634,191
Aid per resident:	$46.10

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	71.4%	44
Female	55.8%	47

Gross State Product (in billions)

Amount	$651.7
National rank	2

Unemployment Rate

March 1999	5
March 2000	4.4
Percent change	-13.6%
Rank, percent change	28

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	273,800	27.6%
Agricultural services	14,700	23.2%
Social services	109,800	22.9%
Other services	71,000	20.3%
Business services	112,300	16.1%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	2,900	40.3%
Primary metals	4,800	28.9%
Textile mill production	4,800	27.7%
Tobacco products	300	27.3%
Electronic equipment	17,900	26.2%

North Carolina

A massive capital bond issue generated excitement within the North Carolina Community College System during 2000. It also fostered greater cooperation within all of higher education as the community colleges and universities campaigned for the measure.

If approved by voters in November 2000, the measure will allow the state to borrow $3.1 billion for higher education facilities. The bond package would provide $600 million for North Carolina's community colleges and $2.5 billion for the four-year institutions. Of the community college money, $500 million will go toward new construction and $100 million toward renovations. Although its percentage is less than the four-year colleges', the community college system's share of the bond represents more money than the state has appropriated for community college facilities in the last 37 years combined.

Local matches of community colleges' share of the bond will generate another $225 million. Usually the state requires counties to match its capital expenditures for community colleges because building construction and maintenance have historically been local responsibilities. The Higher Education Facilities Act waives this requirement for poor counties and imposes it on a sliding scale elsewhere. The state expects to repay the bond from revenue generated by new growth.

The community college system focuses on job training, literacy, and adult education. In 1999, about 70 percent of the approximately 750,000 adults enrolled took non-credit courses. More than 300,000 enrolled in occupational continuing education, while another 100,000 took basic skills courses. More students are participating in college transfer programs since the system switched to semesters and revised its articulation agreements.

The system will seek funding to support 2 percent annual growth during the next 10 years. Enrollments grew by about 5 percent annually during the last four years. Credit enrollment is projected to increase by 57,000 FTE in the next decade. The system added about 400 faculty members during the past year in addition to replacing the large number of retiring instructors. Many administrators have also retired in recent years. By summer 2000, there were two African American presidents and nine female presidents among the system's chief executive officers.

In addition to funding for growth, legislative priorities for 2002 include raising faculty salaries, upgrading learning resource centers, expanding off-campus centers, and enhancing small business centers. The system will again seek parity funding for its occupational continuing education courses. In July 2000, the legislature agreed to allow legal non-residents who have resided in North Carolina for 12 months to pay in-state tuition.

Community Colleges

Number of Colleges

Public	58
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	143,479
Fall 1998	157,062
Full year 1997-98	233,056

Student Characteristics

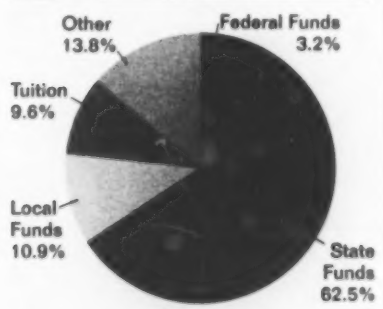
Gender	
Male	39.8%
Female	60.2%
Attendance status	
Full-time	39.8%
Part-time	60.2%
Race/ethnicity	
African American	23.1%
Asian/Pacific	1.4%
Hispanic	1.6%
Native American	1.3%
Percent minority	27.5%
White	70.9%
Other	1.6%

Age	Part-time	Full-time
17 or younger	7.0%	1.5%
18 to 21	21.4%	50.7%
22 to 29	28.7%	25.8%
30 to 39	23.0%	13.6%
40 or older	19.9%	8.4%

Percentage of Students from Within State

Public 2-year	94.2%
Independent 2-year	83.9%
Public 4-year	86.1%
Independent 4-year	43.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$584
Public 4-year	$1,958
Median income, family of 4	$54,331
Tuition as percentage of family income	
Public 2-year	1.1%
Public 4-year	3.6%

Average Faculty Salary

Public 2-year	$32,128
Independent 2-year	$32,267
Public 4-year	$53,669
Independent 4-year	$45,661

Expenditures per FTE Student

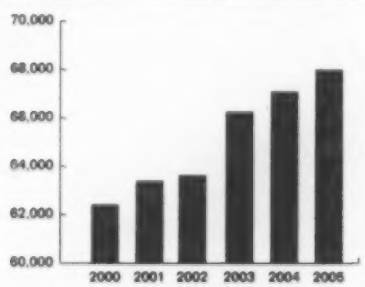
Total expenditures	$8,073
Student-related	$6,097
Instructional	$4,237

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	22.0%
2015	22.8%
Asian/Pacific	
2000	1.2%
2015	1.6%
Hispanic	
2000	1.5%
2015	1.9%
Native American	
2000	1.2%
2015	1.2%
White	
2000	74.1%
2015	72.6%
Age Distribution	
Under 5 years	7.0%
5 to 17 years	18.4%
18 to 24 years	9.3%
25 to 44 years	30.7%
45 to 64 years	22.1%
65 and older	12.5%
Median age	35.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	554,268
International migrants	58,122

Migration / Immigration Projections 2000-2015

Net internal migrants	1,374,739
International migrants	205,515

State Grant Aid

All aid (in thousands):	$118,670
Aid per resident:	$20.78

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	74.3%	30
Female	59.9%	33

Gross State Product (in billions)

Amount	$218.9
National rank	12

Unemployment Rate

March 1999	2.7
March 2000	2.7
Percent change	0.0%
Rank, percent change	45

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	125,100	43.1%
Business services	122,900	39.8%
Transportation services	3,400	38.6%
Other services	40,200	36.5%
Social services	47,800	34.8%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Tobacco products	4,000	23.7%
Leather products	600	22.2%
Farm	14,200	18.6%
Private households	4,300	14.6%
Textile mill production	24,600	12.5%

North Dakota

North Dakota community colleges will take on workforce training as a serious part of their mission, and state leaders hope that efforts to revitalize the economy will keep more people in the state, where the population is decreasing.

The preeminent task before the colleges and all of higher education in North Dakota is to reverse economic and demographic trends.

The Workforce Training Initiative that went into effect in July 1999 empowered the comprehensive community colleges to set up business-and-industry training divisions. The legislature allocated $875,000 for the effort, modeled on the plan Iowa's community colleges used to incorporate economic development into their missions. Previously, North Dakota's public colleges dabbled in workforce training but had difficulty carrying out the task among small, scattered businesses without state support.

The College Technical Education Council engaged in studies before seeking the legislative initiative. This research provided the impetus for two of the colleges to separate from the University of North Dakota. Lake Region State College and Williston State College had been branch campuses of the University of North Dakota. They broke away in 1999, changed their names, and hired their own presidents.

The College Technical Education Council is a consortium of the state's two-year institutions chaired by the state chancellor of higher education. Since it was formed in the early 1990s, the two-year colleges have worked collaboratively to broaden their missions and create awareness of their programs.

The preeminent task before the colleges and all of higher education in North Dakota is to reverse economic and demographic trends. North Dakota has fewer people now than in the 1930s. The population has also moved from rural areas to cities. Agriculture and energy industries dominate the state's economy. Consequently, North Dakota has not shared in the nation's recent prosperity to the same degree as other states.

The Interim Higher Education Committee issued recommendations in spring 2000 for higher education to mobilize for economic improvements. The action plans developed by community colleges and universities will go to the legislature in 2002.

There is also concern among college administrators about recruiting qualified applicants for faculty openings created by retirements, and keeping their educational technologies up-to-date. Offering competitive salaries and purchasing new equipment requires significant funding increases. Although North Dakota's per capita support for higher education is among the highest in the nation—amounting to nearly one-quarter of the state's budget—with only 650,000 people in the entire state, revenue sources are limited. And as the population ages, a greater share of the state's funds are being devoted to healthcare.

Community Colleges

Number of Colleges

Public	5
Independent	0
Tribal	5

Credit Enrollment

Fall 1997	8,740
Fall 1998	8,899
Full year 1997-98	12,194

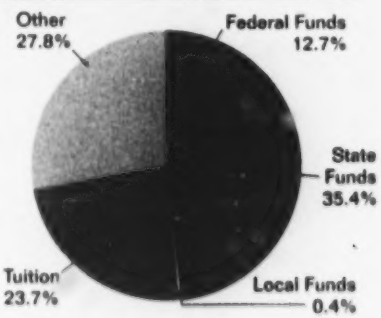
Student Characteristics

Gender		
Male	50.5%	
Female	49.5%	
Attendance status		
Full-time	74.3%	
Part-time	25.7%	
Race/ethnicity		
African American	0.9%	
Asian/Pacific	0.3%	
Hispanic	0.5%	
Native American	18.2%	
Percent minority	*19.9%*	
White	79.5%	
Other	0.7%	
Age	Part-time	Full-time
17 or younger	11.3%	0.6%
18 to 21	18.5%	70.2%
22 to 29	23.1%	17.3%
30 to 39	23.6%	7.9%
40 or older	23.4%	3.9%

Percentage of Students from Within State

Public 2-year	86.4%
Independent 2-year	—
Public 4-year	61.8%
Independent 4-year	56.8%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,795
Public 4-year	$2,686
Median income, family of 4	$51,002
Tuition as percentage of family income	
Public 2-year	3.5%
Public 4-year	5.3%

Average Faculty Salary

Public 2-year	$33,459
Independent 2-year	$25,258
Public 4-year	$40,545
Independent 4-year	$35,373

Expenditures per FTE Student

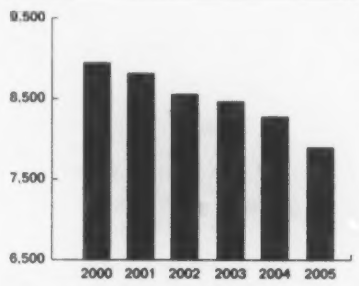
Total expenditures	$8,162
Student-related	$6,061
Instructional	$4,035

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.8%
2015	0.7%
Asian/Pacific	
2000	0.9%
2015	1.1%
Hispanic	
2000	0.9%
2015	1.5%
Native American	
2000	4.8%
2015	6.6%
White	
2000	92.6%
2015	90.0%
Age Distribution	
Under 5 years	6.2%
5 to 17 years	19.1%
18 to 24 years	10.8%
25 to 44 years	27.6%
45 to 64 years	21.7%
65 and older	14.6%
Median age	36.2

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-37,387
International migrants	5,305

Migration / Immigration Projections 2000-2015

Net internal migrants	-4,803
International migrants	13,034

State Grant Aid

All aid (in thousands):	$2,322
Aid per resident:	$4.90

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.3%	17
Female	67.6%	6

Gross State Product (in billions)

Amount	$15.8
National rank	49

Unemployment Rate

March 1999	3.5
March 2000	2.7
Percent change	-29.6%
Rank, percent change	10

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Rubber and plastics	300	42.9%
Motor vehicles	500	35.7%
Agricultural services	1,800	34.0%
Apparel and textile	400	33.3%
Transportation services	400	30.8%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	500	22.7%
Oil and gas	400	16.7%
Stone, clay, glass	100	14.3%
Federal, civilian	1,000	11.0%
Coal mining	100	10.0%

Ohio

Ohio continues to make the transition from an economy driven by well-paid, unskilled labor to an economy in which even heavy manufacturers want employees with technical know-how and a broad base of skills. The complex challenge of retraining middle-aged learners—who never anticipated they would attend college—and attracting a larger proportion of traditional college-aged students falls primarily on the state's two-year institutions.

Four types of institutions grant associate degrees in Ohio: community colleges, technical colleges, university branch campuses, and four-year universities. In recent years there has been greater cooperation among these institutions and between higher education and the Education Department overseeing the K–12 systems.

Ohio has a substantial higher education deficit when compared with other states. Only 17 percent of Ohioans have bachelor's degrees, compared with about 24 percent nationally. More than 400,000 adults would have to attain some level of higher education just for Ohio to reach the national average for postsecondary education participation.

Ohio also lags in per-student support, and its tuitions are among the most expensive in the nation. The legislature and governor have supported efforts to increase higher education access through the two-year colleges. Ohio froze tuitions at its two-year institutions in 1999 and cut them by 5 percent for 2000–01 to encourage enrollment; however, the tuition reduction still leaves the cost of attending Ohio's two-year colleges about 60 percent higher than the national average.

The strong economy has generated state budget surpluses, but much of the money earmarked for education has gone to K–12, particularly for school construction. The Ohio Supreme Court found Ohio's reliance on local property taxes for school funding unconsti-

tutional and ordered the legislature to come up with a new school-funding mechanism. It has yet to do so, which has added to the uncertainty of negotiations on the 2002–03 biennial budget. The legislature did increase funding for workforce development significantly in the current biennial budget.

The Enterprise Ohio Network at the two-year institutions has enhanced the colleges' role in economic development. This initiative strives to develop information technology workers and has paid special attention to the training and assessment needs of small manufacturing companies with fewer than 100 employees.

The Ohio Supreme Court found Ohio's reliance on local property taxes for school funding unconstitutional and ordered the legislature to come up with a new school-funding mechanism.

Several Ohio colleges offer distance education, but there is no statewide coordination of these offerings. Advocates for the two-year institutions want $100 million more devoted to technology during the next budget cycle.

Community Colleges

Number of Colleges

Public	33
Independent	5
Tribal	0

Credit Enrollment

Fall 1997	158,418
Fall 1998	159,315
Full year 1997-98	274,503

Student Characteristics

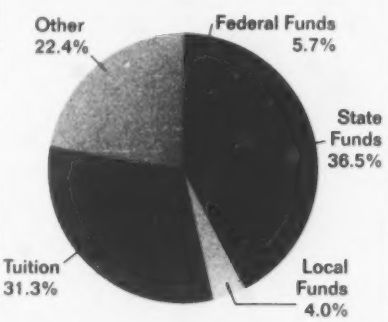
Gender	
Male	42.7%
Female	57.3%
Attendance status	
Full-time	47.6%
Part-time	52.4%
Race/ethnicity	
African American	11.9%
Asian/Pacific	1.4%
Hispanic	1.6%
Native American	0.5%
Percent minority	*15.4%*
White	81.6%
Other	2.9%

Age	Part-time	Full-time
17 or younger	5.2%	2.5%
18 to 21	19.1%	60.1%
22 to 29	32.4%	25.3%
30 to 39	24.1%	7.8%
40 or older	21.2%	4.1%

Percentage of Students from Within State

Public 2-year	92.6%
Independent 2-year	73.5%
Public 4-year	89.6%
Independent 4-year	68.3%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,392
Public 4-year	$4,258
Median income, family of 4	$60,169
Tuition as percentage of family income	
Public 2-year	4.0%
Public 4-year	7.1%

Average Faculty Salary

Public 2-year	$43,966
Independent 2-year	$30,879
Public 4-year	$56,303
Independent 4-year	$48,594

Expenditures per FTE Student

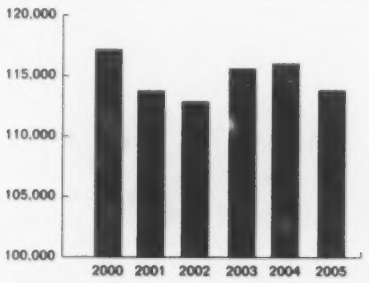
Total expenditures	$8,639
Student-related	$6,063
Instructional	$3,547

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	11.5%
2015	12.8%
Asian/Pacific	
2000	1.2%
2015	1.8%
Hispanic	
2000	1.6%
2015	2.2%
Native American	
2000	0.2%
2015	0.2%
White	
2000	85.5%
2015	83.0%
Age Distribution	
Under 5 years	6.6%
5 to 17 years	18.7%
18 to 24 years	9.5%
25 to 44 years	29.8%
45 to 64 years	22.1%
65 and older	13.3%
Median age	36.1

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-166,200
International migrants	52,922

Migration / Immigration Projections 2000-2015

Net internal migrants	-780,261
International migrants	254,857

State Grant Aid

All aid (in thousands):	$144,942
Aid per resident:	$17.23

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	73.5%	33
Female	59.8%	35

Gross State Product (in billions)

Amount	$320.1
National rank	7

Unemployment Rate

March 1999	4.1
March 2000	3.6
Percent change	-13.9%
Rank, percent change	27

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	17,500	32.2%
Transportation services	5,800	28.3%
Business services	122,000	27.3%
Health services	155,500	26.4%
Other services	43,500	24.1%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	1,100	32.4%
Leather products	600	25.0%
Private households	7,000	22.9%
Railroad transportation	1,300	14.0%
Oil and gas	1,700	12.6%

Oklahoma

The State Regents of Higher Education want to enhance Oklahoma's intellectual capital. Their initiative, Brain Gain 2010, aims to double the percentage of the population, particularly those older than 25, with college degrees during the next decade.

The Brain Gain 2010 initiative aims to double the percentage of the population with college degrees during the next decade.

To accomplish this goal, the regents' activities will focus on increasing the number of Oklahomans who earn degrees, keeping Oklahoma college graduates in the state, and attracting out-of-state degree holders. They have undertaken studies to identify gaps in service and develop strategies for achieving their goal.

They are also working with the Council on Adult and Experimental Learning to address the needs of adult learners. A survey released in Summer 2000 found that Oklahoma employers want more credit-bearing courses and more flexible delivery options. Students reported needing more hands-on experience more financial aid and academic advice.

A Citizens' Commission on the Future of Oklahoma Higher Education recommended that the state expand its workforce and economic development efforts. In response, the board of regents formed a partnership with ACT, Inc., for a network of assessment and training centers. And it made closing the gap between workforce qualifications and business needs at top priority for the community colleges.

For traditional college-age students, the state and several businesses contributed $25 million to match the $20.5 million federal grant for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Only about 48 percent of Oklahoma high school graduates go directly to college, compared with a national average of 58 percent. GEAR UP uses mentoring and awareness programs to prepare middle school and high school students for college. And the new Oklahoma Tuition Scholarship provides two years of free tuition to high school graduates with family incomes of less than $70,000 if they meet certain preparation and performance requirements.

Efforts to increase access involve the use of technology. Oklahoma's One Net provides real-time, digital-quality audio and video capabilities using fiber optics and wireless technology to all the community colleges and other educational and government entities in the state. In spring 2000, the Online College of Oklahoma centralized the various distance education options available in the state. By building on the existing network and curricula, the online college offered 600 courses in more than 34 degrees ranging from associate to master's degrees.

The state has augmented efforts to create a seamless education experience for students by supporting cooperative curriculum development and providing electronic library databases accessible regardless of the user's location. It has also experimented with a kiosk information system that provides students with instant access to academic information.

Community Colleges

Number of Colleges

Public	17
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	61,293
Fall 1998	61,133
Full year 1997-98	84,344

35

Student Characteristics

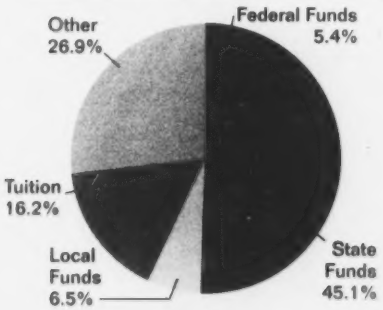
Gender	
Male	42.1%
Female	57.9%
Attendance status	
Full-time	42.9%
Part-time	57.1%
Race/ethnicity	
African American	7.6%
Asian/Pacific	2.5%
Hispanic	2.9%
Native American	9.3%
Percent minority	*22.3%*
White	76.9%
Other	0.7%

Age	Part-time	Full-time
17 or younger	2.1%	0.3%
18 to 21	21.0%	61.7%
22 to 29	30.7%	23.5%
30 to 39	22.8%	9.1%
40 or older	23.3%	5.4%

Percentage of Students from Within State

Public 2-year	96.2%
Independent 2-year	92.7%
Public 4-year	86.8%
Independent 4-year	54.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,283
Public 4-year	$2,068
Median income, family of 4	$47,436
Tuition as percentage of family income	
Public 2-year	2.7%
Public 4-year	4.4%

Average Faculty Salary

Public 2-year	$37,045
Independent 2-year	$25,253
Public 4-year	$46,754
Independent 4-year	$43,071

Expenditures per FTE Student

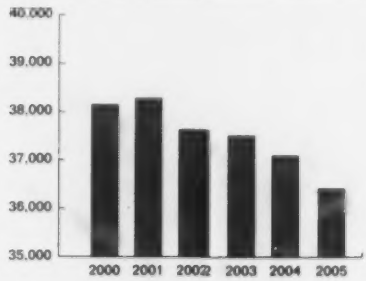
Total expenditures	$6,833
Student-related	$5,297
Instructional	$3,111

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	8.1%
2015	9.4%
Asian/Pacific	
2000	1.5%
2015	1.8%
Hispanic	
2000	3.6%
2015	4.9%
Native American	
2000	8.0%
2015	8.4%
White	
2000	78.9%
2015	75.6%
Age Distribution	
Under 5 years	6.9%
5 to 17 years	19.3%
18 to 24 years	10.2%
25 to 44 years	27.6%
45 to 64 years	22.6%
65 and older	13.4%
Median age	35.8

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	42,688
International migrants	28,636

Migration / Immigration Projections 2000-2015

Net internal migrants	413,474
International migrants	95,504

State Grant Aid

All aid (in thousands):	$29,317
Aid per resident:	$11.84

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	72.4%	39
Female	57.3%	40

Gross State Product (in billions)

Amount	$76.7
National rank	30

Unemployment Rate

March 1999	3.5
March 2000	2.7
Percent change	-29.6%
Rank, percent change	11

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	9,300	36.6%
Health services	41,600	30.5%
Transportation services	1,100	29.7%
Business services	36,600	28.9%
Social services	18,000	26.6%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	100	33.3%
Private households	2,800	18.3%
Leather products	100	16.7%
Apparel and textile	1,100	14.9%
Electronic equipment	1,200	14.5%

Oregon

Oregon community college leaders hope to persuade the governor to base their institutions' appropriations on per-student costs. They want the state to pay 40 percent of the cost of educating a community college student. This plan would garner about $80 million—about $2,500 per student—for community colleges in the first year of the next biennial budget.

A new university branch campus provides an economical compromise that addresses Central Oregon's desire to grant bachelor's degrees.

Historically, Oregon based its appropriations on a formula that used current FTE and a slight percentage increase for inflation. This practice left the fastest-growing colleges short the past few years when their enrollments grew 4 percent annually. It also hurt the four smallest colleges with fewer than 1,000 FTE. The governor's staff is also developing a new strategy to finance capital expenditures for higher education.

Ballot initiatives again present a wild card for state officials. A November 2000 ballot initiative, which seemed quite popular in early polls, would allow Oregon residents to fully deduct their federal income tax payments when calculating their state taxes. Oregonians now deduct the first $3,000 they pay in federal taxes. If approved, the measure would immediately take $2 billion from the state's $11.5 billion general fund. Community colleges would lose about $32 million. Business, industry, and local governments oppose the initiative.

Another plan would limit how much the state could spend, regardless of the funding source. The small-government proponent of this measure led the successful referendum effort in the early 1990s that limits education property taxes to $5 per $1,000 valuation.

Oregon's community colleges participate in a consortium that provides distance education. The job of coordinating this system recently moved from one of the campuses to the Oregon Department of Community Colleges and Workforce Development to give distance education greater statewide attention.

Oregon's university system is building a branch campus at Central Oregon Community College. The branch campus provides an economical com promise that addresses Central Oregon's desire to grant bachelor's degrees. Both the university system and the Board of Education, which oversees the community colleges, opposed Central Oregon's proposal to offer baccalaureate programs.

Community Colleges

Number of Colleges

Public	17
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	78,811
Fall 1998	77,524
Full year 1997-98	169,824

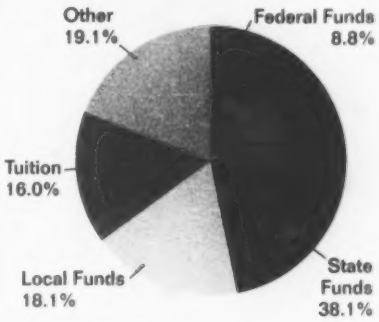
Student Characteristics

Gender		
Male		45.5%
Female		54.5%
Attendance status		
Full-time		34.4%
Part-time		65.6%
Race/ethnicity		
African American		1.8%
Asian/Pacific		4.6%
Hispanic		3.8%
Native American		1.7%
Percent minority		*11.9%*
White		76.0%
Other		12.1%
Age	Part-time	Full-time
17 or younger	6.8%	2.3%
18 to 21	21.3%	53.2%
22 to 29	25.4%	23.9%
30 to 39	20.1%	11.2%
40 or older	26.4%	9.3%

Percentage of Students from Within State

Public 2-year	97.1%
Independent 2-year	98.9%
Public 4-year	83.7%
Independent 4-year	50.6%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,571
Public 4-year	$3,561
Median income, family of 4	$55,892
Tuition as percentage of family income	
Public 2-year	2.8%
Public 4-year	6.4%

Average Faculty Salary

Public 2-year	$44,265
Independent 2-year	—
Public 4-year	$47,695
Independent 4-year	$48,442

Expenditures per FTE Student

Total expenditures	$11,943
Student-related	$8,179
Instructional	$5,292

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	1.8%
2015	2.0%
Asian/Pacific	
2000	3.2%
2015	4.0%

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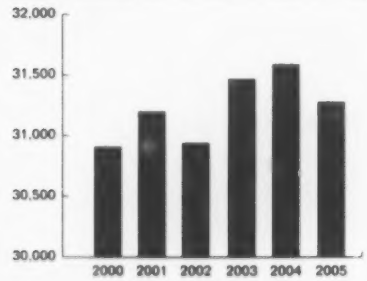
Hispanic	
2000	5.4%
2015	7.5%
Native American	
2000	1.4%
2015	1.5%
White	
2000	88.1%
2015	85.0%
Age Distribution	
Under 5 years	6.6%
5 to 17 years	18.3%
18 to 24 years	9.4%
25 to 44 years	28.7%
45 to 64 years	23.8%
65 and older	13.1%
Median age	36.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	270,903
International migrants	66,243

Migration / Immigration Projections 2000-2015

Net internal migrants	746,223
International migrants	204,034

State Grant Aid

All aid (in thousands):	$16,027
Aid per resident:	$6.44

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	76.6%	21
Female	61.7%	24

Gross State Product (in billions)

Amount	$98.4
National rank	27

Unemployment Rate

March 1999	5.9
March 2000	4.7
Percent change	-25.5%
Rank, percent change	14

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Other services	20,000	34.4%
Transportation by air	2,500	34.2%
Business services	46,300	34.2%
Health services	44,000	32.5%
Agricultural services	11,500	31.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	100	20.0%
Petroleum products	100	20.0%
Oil and gas	100	20.0%
Private households	1,800	14.1%
Textile mill production	200	12.5%

Pennsylvania

Pennsylvania has put a priority on attracting science- and technology-based industries and has incorporated technology into several initiatives benefiting community college students.

A new Web-based "iTransfer" program makes it easier for students to transfer between higher education institutions.

The current state budget includes $2 million for Workforce Development Challenge Grants, which match what community colleges receive through business and industry partnerships. The grants reward programs that enhance a college's capacity to provide ongoing training to local and regional employers.

Community colleges will also receive a significant portion of the New Economy Technology Scholarships given to students enrolled in science and technology programs. The program began in 1999–00 and received a $16.5 million appropriation for 2000–01. Students may receive $1,000 a year for up to three years.

A new Web-based "iTransfer" program makes it easier for students to transfer between higher education institutions. By listing articulation agreements online, the program will reinforce the value of community college transfer programs and facilitate the process of transferring credits from lower-division to upper-division institutions. Public institutions must participate in order to receive any special program funds.

All public community colleges joined forces on the Pennsylvania Virtual Community College Consortium that began offering 800 courses via the Internet, video, or television in spring 2000. Organizers hope it will improve higher education access for the four million Pennsylvanians who reside in counties that have neither a community college nor a university campus.

The consortium does not grant degrees, but it simplifies enrollment. Many of Pennsylvania's community colleges previously offered distance education courses, but there was not a central course list, and each college had separate fees. Now students enroll through the community college of their choice with a one-time $30 application fee plus tuition.

Community college leaders and legislators have been discussing community colleges' missions and

the state's influence and funding. These concerns have become more pressing as some local school boards reconsider their sponsorship of the community colleges in their locales. Sponsorship in Pennsylvania means that a school district or county government, or a combination of districts and county governments, agrees to cover a portion of the community colleges' operating costs and about one-half of its annual capital expenses. The length of these sponsorship agreements varies, and they do not have to be renewed at the end of the stipulated period. For instance, the Community College of Beaver County has had serious financial challenges since two of the 13 school districts that had sponsored it withdrew their support three years ago. The county commissioners are studying whether to sponsor the college.

In fall 1999, the General Assembly considered a measure to create a Community College Coordinating Board as an independent agency responsible for allocating and distributing capital and operating funds. The bill would have stripped the state Department of Education of its responsibility for managing annual allocations to the community colleges and ended the audited reimbursement system of funding. The House of Representatives approved the bill by a wide margin, but the governor opposed the plan and the senate has not acted on it.

The role of part-time faculty continues to grow in Pennsylvania. In 1994–95, 77 percent of the faculty worked part time; in 1999–00, 82.5 percent. In the first six months of 2000, five of the colleges got new presidents. A sixth CEO resigned in July.

Community Colleges

Number of Colleges

Public	17
Independent	9
Tribal	0

Credit Enrollment

Fall 1997	132,346
Fall 1998	139,380
Full year 1997-98	206,520

Student Characteristics

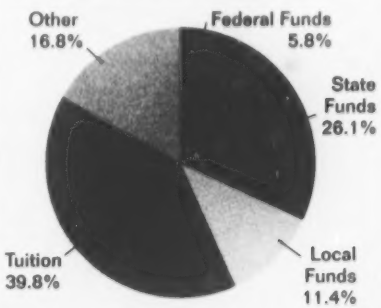
Gender	
Male	44.5%
Female	55.5%
Attendance status	
Full-time	42.6%
Part-time	57.4%
Race/ethnicity	
African American	12.3%
Asian/Pacific	2.8%
Hispanic	2.3%
Native American	0.4%
Percent minority	*17.7%*
White	81.7%
Other	0.5%

Age	Part-time	Full-time
17 or younger	1.4%	1.8%
18 to 21	17.4%	72.5%
22 to 29	29.6%	16.2%
30 to 39	25.7%	5.9%
40 or older	25.8%	3.6%

Percentage of Students from Within State

Public 2-year	99.1%
Independent 2-year	84.8%
Public 4-year	86.9%
Independent 4-year	54.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,105
Public 4-year	$5,327
Median income, family of 4	$58,507
Tuition as percentage of family income	
Public 2-year	3.6%
Public 4-year	9.1%

Average Faculty Salary

Public 2-year	$50,184
Independent 2-year	$31,193
Public 4-year	$58,310
Independent 4-year	$56,150

Expenditures per FTE Student

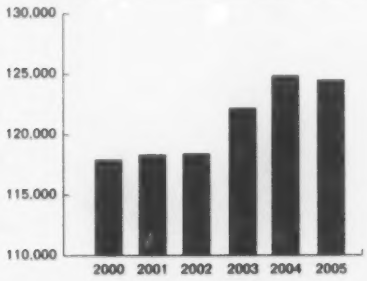
Total expenditures	$8,646
Student-related	$6,496
Instructional	$4,048

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	9.8%
2015	10.8%
Asian/Pacific	
2000	1.7%
2015	2.6%
Hispanic	
2000	2.7%
2015	3.9%
Native American	
2000	0.1%
2015	0.2%
White	
2000	85.7%
2015	82.6%
Age Distribution	
Under 5 years	5.9%
5 to 17 years	17.8%
18 to 24 years	8.5%
25 to 44 years	29.3%
45 to 64 years	22.5%
65 and older	15.8%
Median age	37.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-250,958
International migrants	114,753

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Migration / Immigration Projections 2000-2015

Net internal migrants	-355,093
International migrants	417,769

State Grant Aid

All aid (in thousands):	$270,763
Aid per resident:	$29.62

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	72.8%	37
Female	56.4%	45

Gross State Product (in billions)

Amount	$339.9
National rank	6

Unemployment Rate

March 1999	4.3
March 2000	3.6
Percent change	-19.4%
Rank, percent change	19

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	17,100	30.3%
Health services	213,400	29.1%
Social services	74,600	25.5%
Other services	51,700	24.8%
Business services	94,000	23.1%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Tobacco products	300	42.9%
Coal mining	3,500	36.5%
Apparel and textile	17,000	34.1%
Leather products	2,100	32.3%
Textile mill production	6,200	31.3%

Rhode Island

The Community College of Rhode Island (CCRI), the only community college in the state, may add a fourth campus to its list of construction projects. It is already the largest community college in New England, with 15,000 credit students.

A $36.9 million higher education bond issue goes before the state's voters in November 2000. About $11 million of the bond, if it passes, will go toward building a CCRI campus on land formerly owned by the U.S. Navy in Newport. The Navy gave the land to the city, which has set aside the vacant military housing complex for the community college. Converting the site is part of a plan to revitalize the city's north end. The federal, state, and local governments are working with the business community and the college on the development that will eventually include a government center, a childcare facility, and a bus station.

The Community College of Rhode Island is the largest community college in New England, with 15,000 credit students.

CCRI broke ground in November 1999 on a $14.5 million addition to the Knight Campus in Warwick. The addition includes a central student services area, daycare center, classroom, computer labs, offices, and several high-tech venues for group presentations. The expansion, funded with a 1996 voter-approved bond issue, will open in two years.

The college also plans a $6.65 million addition to its Liston Campus in Providence. Voters approved the bond for this project in 1998. The expansion includes labs, offices, study areas, and parking. A weekend college started on the Providence campus in 2000. A satellite campus opened in Woonsocket in 2000.

Less-visible construction efforts include implementation of a new computer system that students, faculty and staff will use for registration, grading and online access.

CCRI, like many other community college systems, anticipates a large number of faculty retirements in the next few years. Edward J. Liston, president during 22 of its 35 years, retired in June 2000. The Providence campus was recently named in his honor.

The 50–50 ratio of part-time to full-time faculty challenges the college. Although the college would like to increase the ratio of full-time faculty, the state limits the number of authorized positions. The college may not exceed its cap even if programs grow or grants provide additional funding. Compensation for additional part-time instructors comes from a "lecturers payroll."

Community Colleges

Number of Colleges

Public	1
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	17,398
Fall 1998	17,316
Full year 1997-98	26,274

Student Characteristics

Gender	
Male	43.1%
Female	56.9%
Attendance status	
Full-time	39.0%
Part-time	61.0%
Race/ethnicity	
African American	4.2%
Asian/Pacific	1.9%

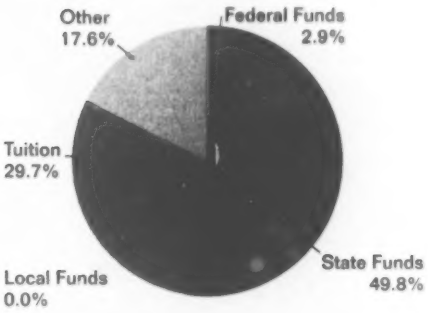
Hispanic	5.5%
Native American	0.5%
Percent minority	*12.1%*
White	64.7%
Other	23.1%

Age	Part-time	Full-time
17 or younger	0.5%	1.1%
18 to 21	17.8%	61.4%
22 to 29	32.5%	22.5%
30 to 39	28.3%	10.4%
40 or older	20.9%	4.6%

Percentage of Students from Within State

Public 2-year	91.5%
Independent 2-year	—
Public 4-year	63.6%
Independent 4-year	21.8%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,746
Public 4-year	$4,158
Median income, family of 4	$62,339
Tuition as percentage of family income	
Public 2-year	2.8%
Public 4-year	6.7%

Average Faculty Salary

Public 2-year	$43,329
Independent 2-year	—
Public 4-year	$57,006
Independent 4-year	$58,551

Expenditures per FTE Student

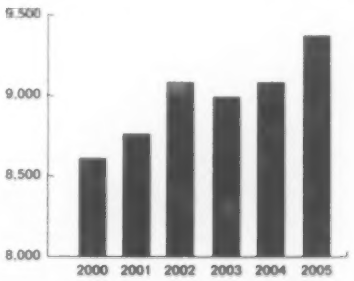
Total expenditures	$7,286
Student-related	$5,273
Instructional	$3,456

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	5.0%
2015	6.2%
Asian/Pacific	
2000	2.6%
2015	4.1%
Hispanic	
2000	7.1%
2015	11.1%
Native American	
2000	0.4%
2015	0.7%
White	
2000	84.9%
2015	78.0%
Age Distribution	
Under 5 years	6.3%
5 to 17 years	18.1%
18 to 24 years	8.5%
25 to 44 years	31.1%
45 to 64 years	20.5%
65 and older	15.6%
Median age	36.6

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-63,250
International migrants	16,339

Migration / Immigration Projections 2000-2015

Net internal migrants	-100,971
International migrants	116,369

State Grant Aid

All aid (in thousands):	$5,717
Aid per resident:	$7.63

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	73.2%	35
Female	60.2%	30

Gross State Product (in billions)

Amount	$27.8
National rank	44

Unemployment Rate

March 1999	3.6
March 2000	3.3
Percent change	-9.1%
Rank, percent change	32

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Transportation services	500	35.7%
Other services	5,000	30.3%
Business services	12,300	29.6%
Health services	17,900	28.1%
Transportation by air	200	25.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	400	28.6%
Electronic equipment	900	24.3%
Apparel and textile	200	20.0%
Textile mill production	1,300	18.8%
Fabricated metals	1,100	16.9%

South Carolina

Lottery proponents claim that students and the South Carolina Technical College system could win big if voters decide to launch a lottery. Lottery proponents suggest that $50 million of the estimated $150 million in lottery profits will bankroll free tuition to South Carolina's two-year colleges. The lottery proposal is on the November 2000 ballot.

System officials are studying the implications of free tuition on enrollments in the college system, and how potentially dramatic increases would affect the faculty, facilities, and equipment at each college. The maximum tuition was recently raised to $750 per semester—a $100 increase. Each college sets its own tuition up to the limit.

Lottery proponents claim that students and the South Carolina Technical College system could win big if voters decide to launch a lottery.

During the last decade, the system's enrollments grew 50 percent. More than half of the state's minority student population and about 38 percent of all the students attending public postsecondary institutions in the state attend technical colleges.

The colleges have been developing Web-based distance learning offerings and adding to their video-based distance learning facilities to increase their capacity. By using a common platform, the colleges utilize an integrated information technology strategy.

The technical college system was created in 1961 to support economic development in South Carolina. In recent years, its Special Schools program has garnered national media attention for the customized training it provides to new and existing businesses. The program trained workers at more than 169 companies in 2000. Nevertheless, revisions are underway to make sure training programs meet employers' needs for individuals who are well versed in the latest technologies.

South Carolina embarked on the nation's most comprehensive performance-based funding plan in the mid-1990s. In fiscal year 2001, all general fund allocations to higher education were determined by a formula that considers the previous year's appropriation and the institutions' performance on numerous standards. Full implementation of the plan has affected institutions' funding with some gaining and others losing money. The Commission on Higher Education continues to refine the indicators used as the basis for institutional assessments. The technical colleges have asked for the addition of standards that reflect their comprehensive community college missions. The legislature also approved bonds for the current and previous fiscal years that provided $14.4 million for renovations and new construction and $4.9 million for equipment.

Several new campuses—including some collaborations with four-year institutions—have been added to the system. Greenville Technical College built a new facility for its University Center, where 5,000 students take junior, senior, and graduate courses offered by seven upper-division colleges. Most University Center students completed their first two years of college credits at Greenville Technical. The college also opened a new campus near Berea, South Carolina. A major renovation of the Georgetown campus of Horry-Georgetown Technical College will house Coastal Carolina University programs as well as the technical college's programs.

Chesterfield-Marlboro Technical College changed its name to Northeastern Technical College to reflect its regional focus.

Community Colleges

Number of Colleges

Public	17
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	61,634
Fall 1998	63,800
Full year 1997-98	92,085

Student Characteristics

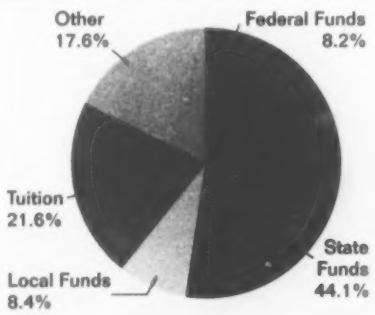
Gender	
Male	40.0%
Female	60.0%
Attendance status	
Full-time	41.8%
Part-time	58.2%
Race/ethnicity	
African American	28.1%
Asian/Pacific	1.2%
Hispanic	1.2%
Native American	0.4%
Percent minority	*30.9%*
White	67.1%
Other	2.0%

Age	Part-time	Full-time
17 or younger	5.8%	1.4%
18 to 21	25.1%	57.6%
22 to 29	31.6%	23.3%
30 to 39	21.3%	10.7%
40 or older	16.2%	7.0%

Percentage of Students from Within State

Public 2-year	96.7%
Independent 2-year	94.6%
Public 4-year	71.4%
Independent 4-year	67.0%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,159
Public 4-year	$3,520
Median income, family of 4	$52,111
Tuition as percentage of family income	
Public 2-year	2.2%
Public 4-year	6.8%

Average Faculty Salary

Public 2-year	$33,653
Independent 2-year	$33,798
Public 4-year	$49,795
Independent 4-year	$39,226

Expenditures per FTE Student

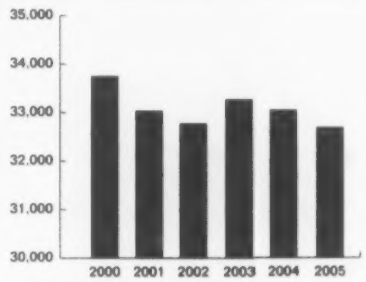
Total expenditures	$8,748
Student-related	$6,803
Instructional	$3,866

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	29.6%
2015	29.4%
Asian/Pacific	
2000	0.8%
2015	1.1%
Hispanic	
2000	1.1%
2015	1.5%
Native American	
2000	0.2%
2015	0.2%
White	
2000	68.2%
2015	67.8%
Age Distribution	
Under 5 years	6.5%
5 to 17 years	18.1%
18 to 24 years	10.1%
25 to 44 years	30.6%
45 to 64 years	22.5%
65 and older	12.2%
Median age	35.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	143,213
International migrants	18,564

Migration / Immigration Projections 2000-2015

Net internal migrants	559,199
International migrants	60,251

State Grant Aid

All aid (in thousands):	$22,853
Aid per resident:	$7.80

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	74.2%	31
Female	60.1%	32

Gross State Product (in billions)

Amount	$93.3
National rank	28

Unemployment Rate

March 1999	4
March 2000	2.9
Percent change	-37.9%
Rank, percent change	5

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	46,100	43.6%
Transportation services	2,200	42.3%
Business services	60,100	42.1%
Other services	19,600	39.0%
Transportation by air	2,700	38.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Oil and gas	100	20.0%
Farm	5,200	16.7%
Apparel and textile	5,600	16.5%
Textile mill production	13,700	16.4%
Private households	3,100	15.6%

South Dakota

Enrollments in South Dakota's technical institutes grew 24 percent over the last four years. This growth is noteworthy because it occurred as the state's population decreased and high school and university enrollments dropped. The institutes' tuition increased 10 percent, in two 5 percent increments, during the past six years.

The technical institutes' success generated discussion about the possibility of expanding their missions. The six public universities in South Dakota also grant associate degrees, but they do not consider their two-year programs community colleges.

Instead of fundamental changes in the technical institutes' missions or organizations, the Division of Workforce and Career Preparation reached a memorandum of understanding with the board of regents in March 2000. It acknowledges existing articulation agreements between the institutes and universities for general education courses and provides for collaborations between the two sectors to review curricula.

Most significantly, the memorandum provides for articulation of associate in applied science degree holders from the institutes to the new bachelor of applied technical science programs at South Dakota State University and Blackhill State University. Before the memorandum, associate in applied science degrees were not transferable.

Management of the technical institutes is split three ways. The South Dakota Board of Education makes policies, allocates funds, and authorizes bonds for capital projects. The division of Workforce and Career Preparation oversees the institutes, and local school boards are responsible for personnel and day-to-day operations. The board of regents governs the state's public universities.

The technical institutes' success generated discussion about the possibility of expanding their missions.

Despite a local component to its governance structure, the institutes do not have local tax levies. Their funding relies on tuition, fees, and state support in the form of a general appropriation and workforce development grants. In the last five years, $20 million in bonds were approved for new facilities at the institutes.

Community Colleges

Number of Colleges

Public	4
Independent	1
Tribal	4

Credit Enrollment

Fall 1997	6,220
Fall 1998	6,528
Full year 1997-98	8,903

Student Characteristics

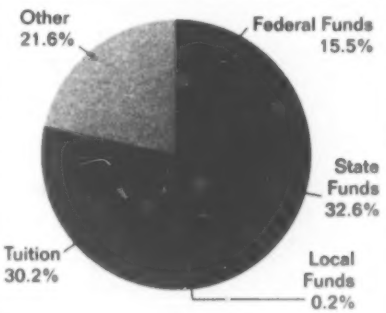
Gender	
Male	49.0%
Female	51.0%
Attendance status	
Full-time	69.2%
Part-time	30.8%
Race/ethnicity	
African American	0.4%
Asian/Pacific	0.3%
Hispanic	0.4%
Native American	23.6%
Percent minority	*24.6%*
White	74.7%
Other	0.7%

Age	Part-time	Full-time
17 or younger	1.1%	0.3%
18 to 21	20.2%	57.3%
22 to 29	30.9%	24.6%
30 to 39	25.0%	10.9%
40 or older	22.8%	7.0%

Percentage of Students from Within State

Public 2-year	91.7%
Independent 2-year	88.9%
Public 4-year	78.5%
Independent 4-year	57.4%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,631
Public 4-year	$3,038
Median income, family of 4	$49,702
Tuition as percentage of family income	
Public 2-year	5.3%
Public 4-year	6.1%

Average Faculty Salary

Public 2-year	$32,530
Independent 2-year	$21,600
Public 4-year	$38,542
Independent 4-year	$34,997

Expenditures per FTE Student

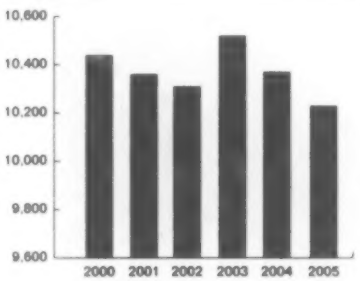
Total expenditures	$7,938
Student-related	$5,963
Instructional	$3,571

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.6%
2015	0.7%
Asian/Pacific	
2000	0.6%
2015	0.9%
Hispanic	
2000	1.0%
2015	1.4%
Native American	
2000	7.7%
2015	9.2%
White	
2000	90.1%
2015	87.8%
Age Distribution	
Under 5 years	6.8%
5 to 17 years	20.2%
18 to 24 years	10.7%
25 to 44 years	27.0%
45 to 64 years	20.9%
65 and older	14.4%
Median age	35.4

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-2,881
International migrants	4,890

Migration / Immigration Projections 2000-2015

Net internal migrants	12,523
International migrants	5,740

State Grant Aid

All aid (in thousands):	$0
Aid per resident:	$0.00

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.5%	13
Female	68.1%	4

Gross State Product (in billions)

Amount	$20.2
National rank	46

Unemployment Rate

March 1999	2.9
March 2000	2.2
Percent change	-31.8%
Rank, percent change	8

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Other transportation equipment	100	50.0%
Agricultural services	2,200	33.3%
Paper products	200	33.3%
Business services	6,900	32.7%
Health services	12,400	30.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	600	21.4%
Farm	2,900	7.0%
Federal, civilian	700	6.3%
Communications	100	3.0%
Chemicals	0	0.0%

Tennessee

The Tennessee Board of Regents wants more Tennesseans to attend college. Through its campaign, An Educated Tennessee, the state aims to persuade more people between 25 and 49 years old to enroll in a community college.

The state envisions the colleges taking on a new role as broker of education services from the universities and other sources as needed by local communities.

The state envisions the colleges taking on a new role as broker of education services from the universities and other sources as needed by local communities. With facilities in 90 of the state's 95 counties, the community colleges already provide the principal point of access to higher education in the state.

Despite a strong economy, growing enrollments, and increased state funding, Tennessee's appropriations to community colleges lag behind those of other community colleges in the South. This puts the system at a disadvantage when recruiting and trying to retain faculty.

The state's budget depends heavily on sales taxes, which are less predictable and generate less money than other taxes. Demands for additional healthcare services and more prisons have also squeezed the state budget. Several times during the past few years, the legislature has considered income tax proposals, but so far it has been unwilling to impose these taxes.

The state has substantially increased maintenance funding to the Tennessee State Board of Regents College System, which also includes six universities. From 1988 to 1998, the annual allocation for maintenance averaged $4.8 million. For 2000–01, $19.2 million was appropriated to preserve the state's investment in facilities.

Leaders of community colleges and four-year institutions are working together to refine articulation agreements, agree on a core curriculum, and utilize a consistent course-numbering system. Administrators are also exploring ways to recognize the knowledge students gain at technology centers when they choose to continue their postsecondary studies. The state's 26 technology centers, which come under the direction of the board of regents, were formerly area vocational schools. Workforce training is their primary mission; they grant certificates and diplomas. Educators hope that if they create an articulation process with the centers, more people will continue their education at community colleges.

Plans call for placement of the core curriculum on the World Wide Web. And a statewide technology plan under development would make distance education services more cohesive.

In July 2000, the State Technical Institute at Memphis merged with Shelby State Community College to form Southwest Tennessee Community College. The new college has two campuses and plans to build another.

Community Colleges

Number of Colleges

Public	14
Independent	5
Tribal	0

Credit Enrollment

Fall 1997	77,816
Fall 1998	77,110
Full year 1997-98	118,515

Student Characteristics

Gender	
Male	40.4%
Female	59.6%
Attendance status	
Full-time	43.9%
Part-time	56.1%
Race/ethnicity	
African American	15.4%
Asian/Pacific	1.3%
Hispanic	0.9%
Native American	0.4%
Percent minority	*18.0%*
White	80.9%
Other	1.1%

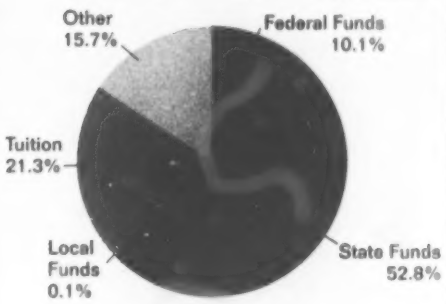
Age	Part-time	Full-time
17 or younger	3.7%	0.6%
18 to 21	18.1%	59.2%

22 to 29	32.2%	24.5%
30 to 39	23.7%	10.2%
40 or older	22.4%	5.6%

Percentage of Students from Within State

Public 2-year	98.1%
Independent 2-year	85.0%
Public 4-year	84.9%
Independent 4-year	40.8%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,134
Public 4-year	$2,495
Median income, family of 4	$50,310
Tuition as percentage of family income	
Public 2-year	2.3%
Public 4-year	5.0%

Average Faculty Salary

Public 2-year	$36,041
Independent 2-year	$23,839
Public 4-year	$49,133
Independent 4-year	$46,834

Expenditures per FTE Student

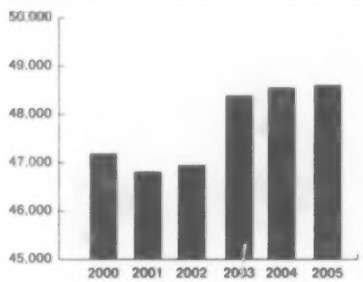
Total expenditures	$6,792
Student-related	$4,920
Instructional	$3,085

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	16.3%
2015	17.3%
Asian/Pacific	
2000	1.0%
2015	1.2%
Hispanic	
2000	1.0%
2015	1.3%
Native American	
2000	0.2%
2015	0.2%
White	
2000	81.5%
2015	80.0%
Age Distribution	
Under 5 years	6.7%
5 to 17 years	17.8%
18 to 24 years	9.5%
25 to 44 years	30.5%
45 to 64 years	23.1%
65 and older	12.4%
Median age	36.2

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	356,907
International migrants	30,289

Migration / Immigration Projections 2000-2015

Net internal migrants	903,250
International migrants	99,850

State Grant Aid

All aid (in thousands):	$21,631
Aid per resident:	$5.22

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	72.5%	38
Female	59.2%	36

Gross State Product (in billions)

Amount	$147.0
National rank	20

Unemployment Rate

March 1999	3.8
March 2000	3.4
Percent change	-11.8%
Rank, percent change	31

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	9,700	36.5%
Transportation services	2,800	35.4%
Business services	80,700	35.4%
Other services	32,800	35.2%
Health services	87,800	34.1%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	200	40.0%
Leather products	1,900	25.0%
Tobacco products	200	18.2%
Private households	3,800	17.4%
Oil and gas	400	17.4%

Texas

Demographic trends and workplace changes present enormous challenges for Texas's community colleges. Texas's economy has shifted from manufacturing and mining to service industries during the past decade, resulting in an increased demand for skilled workers. Many of the fastest-growing jobs require at least an associate degree. The state's economic health and its residents' prosperity have been linked to increasing higher education participation, particularly among minorities.

Educators are strategizing about ways to increase the enrollment and retention of black and Hispanic students. If minority participation in higher education increases to match

that of white students, the Texas Higher Education Coordinating Board anticipates 143,000 more students would attend community colleges by 2010. The system may grow by 510,700 students by 2015. How the colleges will accommodate such a huge enrollment increase remains unresolved.

Through much of the 1990s, the state's population grew 2 percent annually and became much more diverse. By 2010, projections indicate that 34 percent of the state's population will be Hispanic and 11.5 percent will be black. By 2025, more than half of the state's population will be minority.

In fall 2000, several community colleges will begin a pilot project that grants teacher certification to people who already hold bachelor's degrees.

Minorities make up 40 percent of the community colleges' student population, and 75 percent of minority students begin their postsecondary studies at community colleges. However, black and Hispanic students have historically not participated in higher education at the same rate as whites.

Texas's community colleges receive state funding for instruction according to a formula based on the colleges' contact hours with students. In this way, both credit and noncredit courses are supported. The formula set up in the mid-1990s has never been fully funded, however. Community college leaders want a 10 percent increase in the funding of the formula—to 81 percent—for 2001 through 2003. If they succeed, the colleges will receive $300 million more during the biennium.

State funding is not directly linked to performance, but the colleges and programs are assessed according to their performance on benchmarks, such as completion and transfer rates. These accountability measures come into play when the colleges seek permission to add or expand programs.

Remedial education is one area that has been closely scrutinized. This year, eight community colleges participated in a pilot project that offered incentive funds for improvements in developmental education. Since 1987, when the state began requiring a test of college readiness for entering students, the legislature has revisited the issue of remedial education numerous times. Texas spent $175 million this biennium on remedial education at the two-year institutions, where nearly 60 percent of incoming students receive assistance to improve their reading, writing, or math. The legislature seems to want to provide inclusive services but disapproves of the expense of teaching material that under ideal conditions students would have learned earlier.

Texas's public community colleges also receive facility funding from local property tax levies. The colleges are divided among 50 tax districts; some districts have more than one college, and some colleges have several campuses. Trustees elected from these districts govern the community colleges. Associate degrees are also granted by the three Lamar State Colleges and at the four campuses of the Texas State Technical Colleges.

College leaders anticipate that K–16 collaborations will become more important in coming years. For instance, the community colleges want to become more involved in teacher preparation and recruiting. In fall 2000, several community colleges will begin a pilot project that grants teacher certification to people who already hold bachelor's degrees. College leaders would also like the state to expand their workforce development responsibilities and funding.

The Texas Association of Community Colleges, which lobbies for the two-year institutions, also provides the Virtual College of Texas (VCT) and the STARLINK teleconferencing network. Both distance education systems are consortia of the association's community colleges and technical college members. VCT's cooperative agreements makes it possible for a student to take courses from a remote college and get support services at a local college, which receives the tuition and state reimbursement for the courses. The local college awards the credit for the distance-delivered course. The association will begin a cooperative purchasing effort in 2000.

Community Colleges

Number of Colleges

Public	68
Independent	6
Tribal	0

Credit Enrollment

Fall 1997	434,952
Fall 1998	432,825
Full year 1997-98	770,776

Student Characteristics

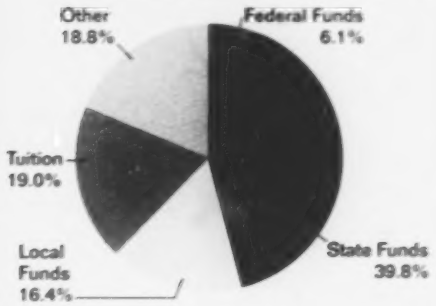
Gender	
Male	43.7%
Female	56.3%
Attendance status	
Full-time	37.1%
Part-time	62.9%
Race/ethnicity	
African American	11.5%
Asian/Pacific	4.5%
Hispanic	26.6%
Native American	0.5%
Percent minority	*43.2%*
White	55.4%
Other	1.4%

Age	Part-time	Full-time
17 or younger	5.2%	1.4%
18 to 21	23.2%	61.1%
22 to 29	34.4%	24.0%
30 to 39	21.4%	8.6%
40 or older	15.8%	4.9%

Percentage of Students from Within State

Public 2-year	94.9%
Independent 2-year	96.0%
Public 4-year	96.0%
Independent 4-year	80.1%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$826
Public 4-year	$2,432
Median income, family of 4	$51,148
Tuition as percentage of family income	
Public 2-year	1.6%
Public 4-year	4.8%

Average Faculty Salary

Public 2-year	$41,623
Independent 2-year	$26,489
Public 4-year	$50,381
Independent 4-year	$52,374

Expenditures per FTE Student

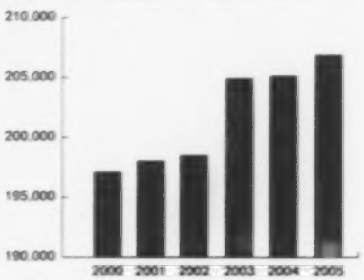
Total expenditures	$8,405
Student-related	$5,817
Instructional	$3,532

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	9.8%
2015	10.2%
Asian/Pacific	
2000	2.2%
2015	2.6%
Hispanic	
2000	22.6%
2015	25.5%
Native American	
2000	0.4%
2015	0.4%
White	
2000	65.1%
2015	61.3%
Age Distribution	
Under 5 years	8.2%
5 to 17 years	20.4%
18 to 24 years	10.5%
25 to 44 years	30.1%
45 to 64 years	20.8%
65 and older	10.1%
Median age	33

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	569,957
International migrants	715,420

Migration / Immigration Projections 2000-2015

Net internal migrants	1,799,966
International migrants	1,049,446

State Grant Aid

All aid (in thousands):	$66,562
Aid per resident:	$4.65

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	78.8%	9
Female	60.2%	29

Gross State Product (in billions)

Amount	$601.6
National rank	3

Unemployment Rate

March 1999	4.3
March 2000	4.1
Percent change	-4.9%
Rank, percent change	37

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	296,300	37.0%
Business services	309,400	35.4%
Transportation services	16,200	34.2%
Agricultural services	48,700	34.1%
Other services	123,900	32.9%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	500	20.0%
Private households	18,000	14.8%
Textile mill production	600	14.6%
Leather products	1,100	12.5%
Oil and gas	29,000	12.3%

Utah

Utah's community colleges cope with their steady enrollment growth by filling every class to capacity morning, afternoon, evening, and on weekends. Nevertheless, several thousand students get closed out of courses every year at the fastest-growing colleges. College administrators hope distance learning, which includes Internet courses through the Utah Electric Community Colleges, interactive video, and telecasts of courses, will help ease the space crunch.

A combination of cultural and economic factors contribute to the increased demand. While there are 2.5 people per family nationally, Utah families average 6.7, and children from the same family may be attending college simultaneously. The state's strong economy also attracts job seekers, and its environment appeals to outdoor enthusiasts.

The state has been pushing dual enrollment, which allows high

school students to take college courses for credit. Most of the participating high school students accumulate five to 15 credits. Dual enrollment became even more popular in 1999 when the state's New Century Scholarship became available. The scholarship pays 75 percent of the tuition for the second two years of undergraduate courses for dual-enrollment students who complete an associate degree by September 1 of the year they graduate from high school.

Two-year institutions have been growing at an annual rate of 4 percent. The growth rate at two of the colleges exceeds 10 percent annually.

Demographers predict enrollments will continue to increase for another 10 years. Statewide, two-year institutions have been growing at an annual rate of 4 percent. The growth rate at two of the colleges exceeds 10 percent annually.

While there have been discussions about adding another college, there were no definite plans in summer 2000. In addition to community colleges, Utah has four technology centers, which do not grant degrees. The state's public universities also grant associate degrees.

Two of Utah's community colleges expanded their missions in late 1990s to include baccalaureate programs. The colleges' communities requested the additional programming. Utah Valley Community College is now Utah Valley State College and Dixie College changed its name to Dixie State College of Utah. Both institutions operate on two tiers. They continue to characterize themselves as comprehensive community colleges with open admissions to freshman and sophomore courses. Students must apply for admission for the final two years of undergraduate programs at the colleges.

Community Colleges

Number of Colleges

Public	5
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	50,245
Fall 1998	44,644
Full year 1997-98	69,776

Student Characteristics

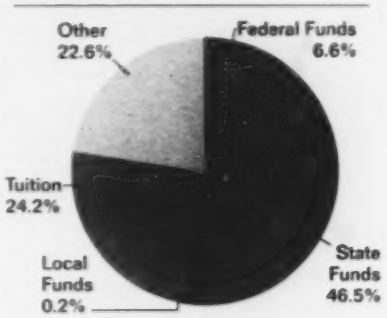
Gender	
Male	51.1%
Female	48.9%
Attendance status	
Full-time	43.8%
Part-time	56.2%
Race/ethnicity	
African American	0.5%
Asian/Pacific	2.4%
Hispanic	3.5%
Native American	1.3%
Percent minority	7.8%
White	88.3%
Other	3.9%

Age	Part-time	Full-time
17 or younger	23.8%	3.7%
18 to 21	28.1%	57.3%
22 to 29	27.4%	29.3%
30 to 39	10.2%	5.8%
40 or older	10.5%	3.8%

Percentage of Students from Within State

Public 2-year	92.4%
Independent 2-year	52.7%
Public 4-year	79.7%
Independent 4-year	29.5%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,431
Public 4-year	$2,147
Median income, family of 4	$54,946
Tuition as percentage of family income	
Public 2-year	2.6%
Public 4-year	3.9%

Average Faculty Salary

Public 2-year	$37,374
Independent 2-year	$39,487
Public 4-year	$47,528
Independent 4-year	$53,167

Expenditures per FTE Student

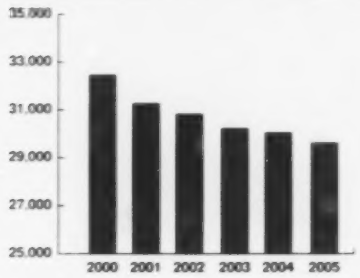
Total expenditures	$8,287
Student-related	$5,781
Instructional	$3,340

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.9%
2015	1.2%
Asian/Pacific	
2000	2.6%
2015	3.3%
Hispanic	
2000	5.9%
2015	7.3%
Native American	
2000	1.6%
2015	1.8%
White	
2000	89.0%
2015	86.5%
Age Distribution	
Under 5 years	9.9%
5 to 17 years	23.3%
18 to 24 years	14.1%
25 to 44 years	26.9%
45 to 64 years	17.1%
65 and older	8.7%
Median age	26.7

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	73,016
International migrants	30,340

Migration / Immigration Projections 2000-2015

Net internal migrants	-7,254
International migrants	82,450

State Grant Aid

All aid (in thousands):	$2,924
Aid per resident:	$2.06

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	81.3%	2
Female	63.3%	15

Gross State Product (in billions)

Amount	$55.4
National rank	35

Unemployment Rate

March 1999	3.8
March 2000	2.6
Percent change	-46.2%
Rank, percent change	3

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Business services	50,600	50.1%
Health services	41,700	49.6%
Transportation services	2,300	47.9%
Other services	18,800	46.4%
Agricultural services	4,100	40.6%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	300	16.7%
Oil and gas	300	11.1%
Federal, civilian	2,900	8.9%
Petroleum products	100	8.3%
Apparel and textile	400	7.5%

Vermont

Vermont uses two distinct public institutions to deliver associate degrees. The Community College of Vermont (CCV) offers transfer programs, and the Vermont Technical College (VTC) provides technical programs. The Vermont State Colleges Board of Trustees governs both.

The Community College of Vermont offers courses at 12 locations within a 30-minute drive of 90 percent of the rural state's residents. Because its entire state appropriation amounts to $1.9 million, the college does not own any property nor does it have any full-time faculty. Nonetheless, it offers an array of programs to individuals and businesses and is becoming an increasingly popular starting point for traditional college-age students to begin their bachelor's degrees. At $112 per credit hour it is the most expensive public community college in the nation, but it is the least expensive liberal arts college in Vermont.

CCV's online program, the fastest-growing segment of the college, currently enrolls 450 students. In recent years, the college added service learning programs and increased its outreach to workplaces, particularly to those employing fewer than 50 people. With the college's average class size of 12 students, CCV instructors are accustomed to working with small groups.

In 1998, CCV started its College Connections program with high school–age teens taking college courses for credit. A few of the students take advanced courses unavailable at their high schools, and some have been home schooled, but most of the teens have dropped out of high school or are on the verge of dropping out. Most possess academic talent but lack direction. The majority of the 210 teens who enrolled during the first two years responded well to the adult environment and adult expectations at CCV. Financing their tuition is a challenge. The students do not qualify for federal financial aid without a high school diploma, so the college has to negotiate with each student's high school for financial support.

Vermont Technical College offers associate degrees in agriculture, nursing, biotechnology, and other technical fields. It also grants bachelor-of-science degrees in computer engineering technology and electromechanical engineering technology. Its 500-acre hilltop campus in Randolph Center has state-of-the-art technical facilities and a farmstead for its agriculture and veterinary technology programs. VTC's Academy of Science and Technology admits 25 high school seniors who have shown strong interest and ability in math, science, and technology. VTC also has an Upward Bound math and science program.

Vermont is also home to Landmark College, an independent two-year college that serves students with dyslexia, attention deficit hyperactivity disorder, or other learning disabilities. It uses intense individual instruction and classes with fewer than seven students to prepare students for other academic settings. Its students come from 40 states and 13 countries.

Community Colleges

Number of Colleges

Public	2
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	5,787
Fall 1998	5,909
Full year 1997-98	9,138

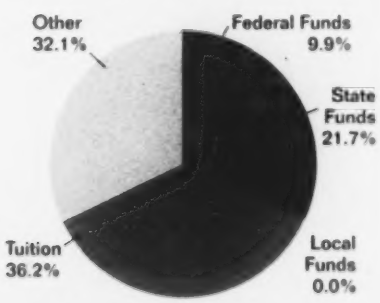
Student Characteristics

Gender		
Male		35.5%
Female		64.5%
Attendance status		
Full-time		27.8%
Part-time		72.2%
Race/ethnicity		
African American		0.8%
Asian/Pacific		0.9%
Hispanic		0.8%
Native American		0.8%
Percent minority		*3.4%*
White		93.1%
Other		3.5%
Age	Part-time	Full-time
17 or younger	1.1%	0.9%
18 to 21	14.8%	53.9%
22 to 29	24.9%	24.3%
30 to 39	28.9%	13.0%
40 or older	30.2%	7.9%

Percentage of Students from Within State

Public 2-year	94.5%
Independent 2-year	92.9%
Public 4-year	45.7%
Independent 4-year	21.8%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,616
Public 4-year	$6,751
Median income, family of 4	$53,691
Tuition as percentage of family income	
Public 2-year	4.9%
Public 4-year	12.6%

Average Faculty Salary

Public 2-year	—
Independent 2-year	$20,206
Public 4-year	$47,448
Independent 4-year	$47,819

Expenditures per FTE Student

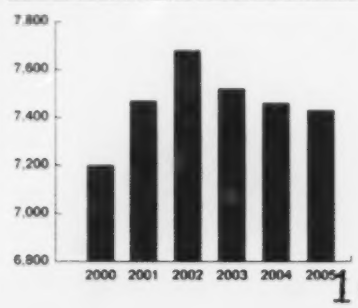
Total expenditures	$7,018
Student-related	$5,675
Instructional	$1,415

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	0.3%
2015	0.9%
Asian/Pacific	
2000	1.0%
2015	1.3%
Hispanic	
2000	1.0%
2015	1.5%
Native American	
2000	0.3%
2015	0.3%
White	
2000	97.4%
2015	96.0%
Age Distribution	
Under 5 years	5.4%
5 to 17 years	18.1%
18 to 24 years	9.0%
25 to 44 years	31.6%
45 to 64 years	23.6%
65 and older	12.3%
Median age	37.2

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	5,615
International migrants	4,959

Migration / Immigration Projections 2000-2015

Net internal migrants	30,398
International migrants	7,781

State Grant Aid

All aid (in thousands):	$12,939
Aid per resident:	$28.48

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.5%	14
Female	66.1%	9

Gross State Product (in billions)

Amount	$15.2
National rank	50

Unemployment Rate

March 1999	2.9
March 2000	2.5
Percent change	-16.0%
Rank, percent change	25

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Other services	4,200	35.6%
Business services	6,900	34.0%
Transportation by air	200	33.3%
Agricultural services	1,700	33.3%
Health services	10,400	31.0%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Railroad transportation	100	50.0%
Private households	500	17.2%
Fabricated metals	300	15.8%
Primary metals	100	11.1%
Electronic equipment	900	10.6%

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Virginia

The Virginia Community College System (VCCS) strives to respond nimbly to the fast pace of high-tech industries. The system grew by 7,000 FTE during the past two years, which amounts to nearly a 10 percent increase in credit enrollment. Noncredit enrollment increased as well. The shortage of skilled workers along with the premium employers place on people having up-to-date technical skills has fueled the enrollment growth among recent high school graduates and older, employed adults. Minority enrollment increased from 20 percent to 30 percent, with the largest increases in Asian and Hispanic students.

The system grew by 7,000 FTE during the past two years, which amounts to nearly a 10 percent increase in credit enrollment.

Keeping up with Virginia's high-tech economy heightens the community colleges' need for technically proficient faculty and has created a huge need for technical support personnel. VCCS invested more than $100 million in its technology infrastructure during the past four years.

All the colleges offer extensive distance learning options using the Internet, two-way audio, and two-way video. Ten colleges offer one or more degrees through distance learning, and about 1,800 courses are available online. All campuses have classrooms equipped for virtual delivery of instruction in eight different languages.

The system's leaders would like to improve its 50–50 ratio of full-time to part-time faculty so that at least 60 percent are full time. They plan to seek $40 million per year in additional funding to accomplish this shift. A task force has begun looking at strategies for dealing with the anticipated retirements of numerous faculty and administrators.

After more than three decades of use, the internal workings of many college facilities have reached their life expectancies. Consequently, the commonwealth may double the system's building-maintenance appropriation to $20 million to replace heating and plumbing systems and address other structural needs.

No new colleges have opened in Virginia since 1981, but five campuses have been added to the system since that time. Another will open in 2002 when Northern Virginia Community College, which currently has five campuses, moves most of its medical technology programs to the medical campus under construction in Springfield. Another Northern Virginia campus has been approved but has not yet received funding.

VCCS froze tuition at $37.12 per credit hour, or about $1,159 per academic year, for a full-time student taking 30 credit hours in 2000–01. Tuition soared to $1,400 in the early 1990s when legislative support for higher education dropped during the economic recession, but since then tuition has been cut as the commonwealth's support increased to cover about 80 percent of the system's costs.

Community Colleges

Number of Colleges

Public	23
Independent	2
Tribal	0

Credit Enrollment

Fall 1997	130,481
Fall 1998	132,495
Full year 1997-98	215,813

Student Characteristics

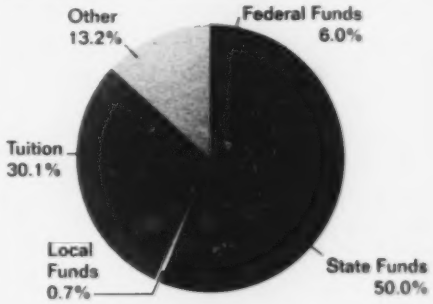
Gender	
Male	40.9%
Female	59.1%
Attendance status	
Full-time	28.3%
Part-time	71.7%
Race/ethnicity	
African American	17.1%
Asian/Pacific	5.0%
Hispanic	3.4%
Native American	0.7%
Percent minority	*26.1%*
White	72.9%
Other	1.0%

Age	Part-time	Full-time
17 or younger	7.4%	3.1%
18 to 21	17.3%	58.9%
22 to 29	27.8%	22.6%
30 to 39	24.4%	9.8%
40 or older	23.0%	5.5%

Percentage of Students from Within State

Public 2-year	94.6%
Independent 2-year	55.5%
Public 4-year	76.8%
Independent 4-year	41.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,476
Public 4-year	$4,160
Median income, family of 4	$60,860
Tuition as percentage of family income	
Public 2-year	2.4%
Public 4-year	6.8%

Average Faculty Salary

Public 2-year	$40,629
Independent 2-year	$28,793
Public 4-year	$54,927
Independent 4-year	$47,037

Expenditures per FTE Student

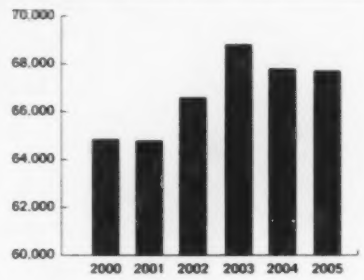
Total expenditures	$6,236
Student-related	$4,839
Instructional	$2,954

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	19.5%
2015	21.0%
Asian/Pacific	
2000	3.7%
2015	5.0%
Hispanic	
2000	3.7%
2015	5.1%
Native American	
2000	0.3%
2015	0.3%
White	
2000	72.9%
2015	68.6%
Age Distribution	
Under 5 years	6.6%
5 to 17 years	17.7%
18 to 24 years	9.8%
25 to 44 years	32.6%
45 to 64 years	22.1%
65 and older	11.3%
Median age	35.4

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	96,562
International migrants	145,733

Migration / Immigration Projections 2000-2015

Net internal migrants	319,345
International migrants	624,612

State Grant Aid

All aid (in thousands):	$110,243
Aid per resident:	$21.17

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	75.7%	24
Female	60.1%	31

Gross State Product (in billions)

Amount	$211.3
National rank	13

Unemployment Rate

March 1999	2.3
March 2000	2.3
Percent change	0.0%
Rank, percent change	46

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Health services	93,500	35.6%
Other services	69,300	35.4%
Transportation services	4,400	34.1%
Business services	106,600	33.6%
Agricultural services	12,700	32.6%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	1,800	24.3%
Leather products	300	23.1%
Tobacco products	2,300	22.8%
Private households	6,100	16.9%
Mining	1,900	14.3%

Washington

Business-and-industry leaders lobbied successfully for Washington's community and technical colleges to receive larger state appropriations so they can help meet the need for skilled high-tech workers. Numerous information technology and healthcare programs will start in fall 2000 with the additional funding, appropriated for some programs at the rate of $9,000 per projected new FTE.

The Washington State Board of Community College Education and high-tech leaders have also been discussing the colleges' difficulty in attracting and retaining faculty in certain technical fields. Often, the colleges cannot match private-sector salaries for instructors whose skills are in high demand. The leaders have not decided on a solution, but they have discussed ideas such as having private businesses underwrite salaries or share personnel with the two-year institutions.

The system of community colleges and technical colleges plans to ask for more money and greater flexibility. The colleges want a mechanism that would allow the institutions' governing boards, which are local boards appointed by the governor, to use state money to address local needs. A $281 million capital budget has been proposed for 2001–03 to repair deteriorating buildings and to replace facilities.

The colleges want the legislature to carry out a six-year plan to bring part-time faculty salaries to within 76 percent of full-time salaries. The colleges plan to request an additional $11 million to hire 380 more full-time faculty members. Two lawsuits were pending in summer 2000 over pay and retirement for part-time faculty, who are unionized in Washington. Approximately 54 percent of the faculty members worked full time in 2000.

The two-year institutions may have a larger workforce-training role and more economic development money in the future as state

leaders try to spread the prosperity generated by high-tech companies in the Interstate 5 corridor near Seattle to the rest of the state. Funding, however, has been limited by ballot initiatives that capped the size of the state budget beginning in 1993 and rolled back taxes in 1999. Three initiatives on the November 2000 ballot could further inhibit higher education funding. One proposal guarantees automatic pay raises to educators,

Ten percent of the state's high school juniors and seniors now simultaneously attend two-year colleges.

another increases K–12 funding to reduce class sizes, and a third would significantly reduce property taxes.

Despite the funding challenges, enrollments in Washington's two-year institutions have grown about 4 percent a year annually in recent years. Running Start—a dual high school and college enrollment program started in 1991—contributed tremendously to the system's growth. Ten percent of the state's high school juniors and seniors now simultaneously attend two-year colleges. Running Start's 7,000 FTE equals the average size of community colleges in Washington. Recently, however, legislators have questioned how Running Start fits with K–12 reform efforts, and some school districts have complained about its cost.

The community and technical colleges created the Washington OnLine consortium within the state's K–20 Network, which provides the infrastructure for videoconferences and online courses for schools, colleges, and universities.

Cascadia Community College opens in fall 2000 on a branch campus of the University of Washington in Puyallup. The college's leaders intend to create a learner-centered environment that incorporates research on best teaching practices and learning outcomes. They want students to be able to learn actively, think creatively, communicate clearly, and interact competently in diverse environments. Student learning will be a criteria for evaluation of college employees.

Community Colleges

Number of Colleges

Public	33
Independent	1
Tribal	1

Credit Enrollment

Fall 1997	181,869
Fall 1998	178,500
Full year 1997-98	332,848

Student Characteristics

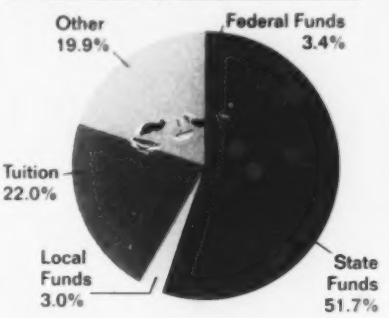
Gender	
Male	44.1%
Female	55.9%
Attendance status	
Full-time	44.9%
Part-time	55.1%
Race/ethnicity	
African American	4.1%
Asian/Pacific	6.3%
Hispanic	3.9%
Native American	1.7%
Percent minority	*16.0%*
White	70.6%
Other	13.4%

Age	Part-time	Full-time
17 or younger	6.6%	6.2%
18 to 21	17.2%	44.9%
22 to 29	24.2%	24.4%
30 to 39	24.8%	13.6%
40 or older	27.2%	10.9%

Percentage of Students from Within State

Public 2-year	98.6%
Independent 2-year	—
Public 4-year	89.7%
Independent 4-year	50.1%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,517
Public 4-year	$3,151
Median income, family of 4	$61,059
Tuition as percentage of family income	
Public 2-year	2.5%
Public 4-year	5.2%

Average Faculty Salary

Public 2-year	$40,565
Independent 2-year	—
Public 4-year	$52,971
Independent 4-year	$48,061

Expenditures per FTE Student

Total expenditures	$7,549
Student-related	$6,103
Instructional	$3,669

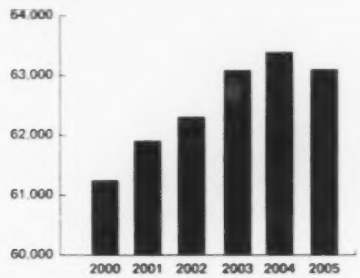
State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	3.1%
2015	3.2%
Asian/Pacific	
2000	5.8%
2015	7.4%
Hispanic	
2000	5.8%
2015	7.9%
Native American	
2000	1.7%
2015	1.8%
White	
2000	83.6%
2015	79.8%
Age Distribution	
Under 5 years	6.8%
5 to 17 years	19.0%

18 to 24 years	9.7%
25 to 44 years	30.8%
45 to 64 years	22.2%
65 and older	11.4%
Median age	35.5

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	381,552
International migrants	146,830

Migration / Immigration Projections 2000-2015

Net internal migrants	972,586
International migrants	407,141

State Grant Aid

All aid (in thousands):	$75,706
Aid per resident:	$17.73

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	78.2%	11
Female	62.6%	21

Gross State Product (in billions)

Amount	$172.2
National rank	14

Unemployment Rate

March 1999	4.7
March 2000	4.4
Percent change	-6.8%
Rank, percent change	34

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Business services	92,200	41.3%
Health services	102,000	40.2%
Rubber and plastics	3,800	39.6%
Other services	46,500	35.9%
Social services	41,000	33.9%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	100	20.0%
Leather products	100	16.7%
Private households	2,300	10.8%
Oil and gas	100	10.0%
Primary metals	1,000	9.3%

West Virginia

West Virginia has moved toward a decentralized governance structure. Legislation effective July 2000 abolished two statewide higher education boards and replaced them with a Higher Education Policy Commission. An interim governing board will oversee the statewide higher education system for one year. Beginning July 1, 2001, nine of the two-year institutions will have their own governing boards. Trustees have already been appointed by the governor and are acting as advisers to the colleges during the transition. Three already have their own governing boards.

The restructuring legislation pushes all of the public institutions that offer associate degrees to become truly comprehensive community colleges. The institutions covered by the new law include West Virginia's freestanding community colleges, community and technical colleges within four-year institutions, and regional campuses of West Virginia University (WVU).

The community and technical colleges must attain accreditation independent of their universities within the next six years. The plan calls for them to remain administratively linked to the four-year institutions, however, to save money. Officials hope that the accreditation process will help distinguish the community and technical colleges from their universities and prompt the colleges to lower their tuition. The other community colleges and the WVU regional campuses are already accredited.

Officials hope that expanding community college services, such as workforce training, will encourage more adults to attend college. With the population of traditional college-age students declining, the state wants the colleges to increase their attention to older adults by providing additional services within existing facilities.

West Virginia's economy has diversified in recent years, but it has not grown at the same rate as the national economy nor are the improvements evenly distributed. For example, the eastern panhandle near Washington, D.C., is prospering, while the unemployment rate remains high in the southern portion of the state. All the community colleges have increased their customized training options. Workforce training personnel are also developing a job-profiling process.

The state plans to revise its higher education funding formula in 2001. FTE drives the current formula, but the new formula will provide a base budget plus financial incentives. In 1999, the state began matching the workforce-development funds generated from business and industry.

Eastern West Virginia Community and Technical College in Moorefield will open in fall 2000 with workforce development courses. It is expected to deliver courses using the latest virtual technology.

Community Colleges

Number of Colleges

Public	10
Independent	1
Tribal	0

Credit Enrollment

Fall 1997	17,525
Fall 1998	16,606
Full year 1997-98	24,514

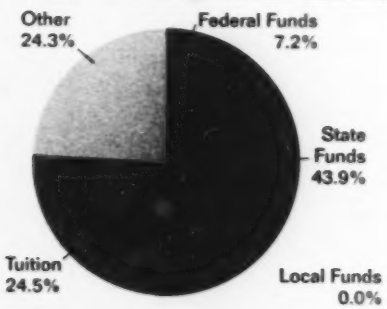
Student Characteristics

Gender		
Male	43.0%	
Female	57.0%	
Attendance status		
Full-time	67.0%	
Part-time	33.0%	
Race/ethnicity		
African American	4.8%	
Asian/Pacific	0.6%	
Hispanic	0.5%	
Native American	0.4%	
Percent minority	6.4%	
White	89.6%	
Other	4.0%	
Age	Part-time	Full-time
17 or younger	14.5%	0.3%
18 to 21	17.2%	62.6%
22 to 29	26.5%	26.1%
30 to 39	20.9%	6.8%
40 or older	20.9%	4.2%

Percentage of Students from Within State

Public 2-year	85.0%
Independent 2-year	—
Public 4-year	78.1%
Independent 4-year	54.2%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,421
Public 4-year	$2,337
Median income, family of 4	$43,239
Tuition as percentage of family income	
Public 2-year	3.3%
Public 4-year	5.4%

Average Faculty Salary

Public 2-year	$35,588
Independent 2-year	—
Public 4-year	$43,865
Independent 4-year	$37,106

Expenditures per FTE Student

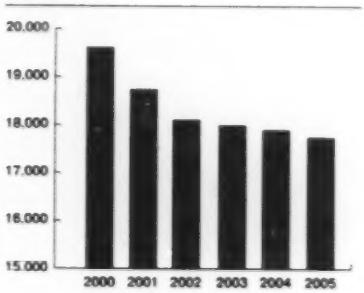
Total expenditures	$7,404
Student-related	$5,498
Instructional	$2,657

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	3.1%
2015	3.3%
Asian/Pacific	
2000	0.6%
2015	0.9%
Hispanic	
2000	0.6%
2015	1.0%
Native American	
2000	0.1%
2015	0.1%
White	
2000	95.6%
2015	94.7%
Age Distribution	
Under 5 years	5.6%
5 to 17 years	16.8%
18 to 24 years	9.9%
25 to 44 years	27.5%
45 to 64 years	25.2%
65 and older	15.1%
Median age	38.9

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	2,082
International migrants	3,465

Migration / Immigration Projections 2000-2015

Net internal migrants	106,428
International migrants	14,028

State Grant Aid

All aid (in thousands):	$13,103
Aid per resident:	$9.34

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	63.2%	50
Female	47.8%	50

Gross State Product (in billions)

Amount	$38.2
National rank	38

Unemployment Rate

March 1999	7
March 2000	5.2
Percent change	-34.6%
Rank, percent change	6

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Agricultural services	2,400	36.9%
Business services	12,800	30.1%
Transportation services	400	28.6%
Other services	4,800	25.9%
Health services	21,000	25.7%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Coal mining	5,300	33.3%
Mining	6,100	24.7%
Electronic equipment	400	21.1%
Private households	1,400	20.9%
Petroleum products	100	20.0%

Wisconsin

Wisconsin divides its two-year postsecondary services between two systems. Both have growing enrollments. The Wisconsin Technical College System offers primarily occupational programs with services ranging from adult basic education to associate degrees. The University of Wisconsin (UW) Colleges focus on two-year general education courses for transfer. Most Wisconsin counties have both types of two-year institutions, often in proximity to each other. The systems have limited joint offerings.

Beginning in fall 2000, the state will provide $500 scholarships to anyone who enrolls full time in a technical college within three years of graduating from high school.

The Wisconsin Technical College system serves 400,000 people. Six thousand businesses and public entities contracted with the system for training during 1999. It is the principal supplier of ESL and adult basic education in Wisconsin. The system's dedicated fiber-optic system delivers courses to high schools and other campuses; it also has a virtual college.

State leaders want even more people to attend Wisconsin's technical colleges to remedy the state's shortage of skilled workers and low postsecondary completion rate. A recent study found that 40 percent of those who enroll in the University of Wisconsin system do not complete four-year degrees.

To encourage technical college enrollments, beginning in fall 2000 the state will provide $500 scholarships to anyone who enrolls full time in a technical college within three years of graduating from high school. Tuition costs an average of $1,800 per year. About 18.5 percent of Wisconsin's high school graduates currently attend technical colleges their first year out of high school; the state would like to see 25 percent enroll.

New articulation agreements between UW and the technical college system make it possible for students with associate degrees in occupational areas to receive full credit when they transfer for a general education baccalaureate program. In the past, the university reluctantly accepted courses outside of general education. This new arrangement reverses the traditional pattern of bachelor's degrees by allowing students to receive specialized training first, followed by their general education courses. Within the next two years, the systems hope to enhance the connection between the two-year and four-year programs in nursing, early childhood and computer information technology so associate degree holders may more easily obtain bachelor's degrees in these fields.

Half the technical colleges' money come from local property taxes. Each technical college has its own president and board of trustees, appointed by elected county officials or school board depending on which local entity originally petitioned the state to create the college.

The University of Wisconsin considers the campuses of the University of Wisconsin Colleges one college in its organization. A chancellor oversees the UW colleges, which the university's board of regents govern. Each campus has a dean; each discipline has one department covering all the campuses. This arrangement creates a uniform curriculum and fosters cooperation among faculty at the various campuses. The departments use compressed video to deliver some courses. Entire associate degree programs will be available online by fall 2001.

The increased emphasis on Internet courses and the addition of weekend and evening classes are part of an outreach to older adults. In three years, the marketing program aimed at nontraditional students helped the UW colleges recover from the 25 percent enrollment loss recorded the previous six years. A record enrollment was expected for fall 2000.

The UW colleges have numerous partnerships with UW's four-year institutions. Ten campuses accommodate baccalaureate courses, primarily in business administration. Several campuses have graduate courses in education. A proposal awaiting state approval would bring an entire baccalaureate program in engineering from the UW–Platteville in the southwest corner of the state to UW–Fox Valley in the northeast. Regional businesses want the program and may pay a portion of the $1 million startup costs.

Community Colleges

Number of Colleges

Public	18
Independent	0
Tribal	2

Credit Enrollment

Fall 1997	90,713
Fall 1998	107,351
Full year 1997-98	120,698

Student Characteristics

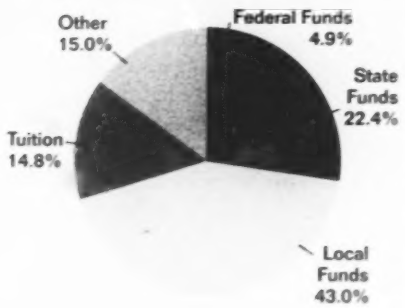
Gender	
Male	45.6%
Female	54.4%
Attendance status	
Full-time	34.1%
Part-time	65.9%
Race/ethnicity	
African American	1.4%
Asian/Pacific	1.5%
Hispanic	1.4%
Native American	2.0%
Percent minority	6.3%
White	87.6%
Other	6.0%

Age	Part-time	Full-time
17 or younger	3.5%	0.5%
18 to 21	17.6%	52.1%
22 to 29	28.1%	26.4%
30 to 39	26.5%	12.2%
40 or older	24.3%	8.7%

Percentage of Students from Within State

Public 2-year	96.6%
Independent 2-year	—
Public 4-year	81.4%
Independent 4-year	58.9%

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$2,059
Public 4-year	$3,113
Median income, family of 4	$57,890
Tuition as percentage of family income	
Public 2-year	3.6%
Public 4-year	5.4%

Average Faculty Salary

Public 2-year	$50,263
Independent 2-year	—
Public 4-year	$53,713
Independent 4-year	$44,739

Expenditures per FTE Student

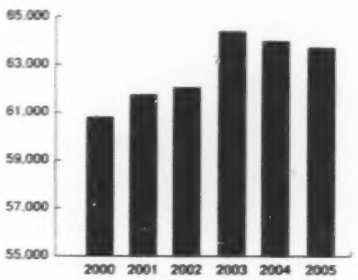
Total expenditures	$15,239
Student-related	$12,192
Instructional	$9,337

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	6.0%
2015	7.4%
Asian/Pacific	
2000	1.8%
2015	2.9%
Hispanic	
2000	2.5%
2015	3.3%
Native American	
2000	0.9%
2015	1.0%
White	
2000	88.8%
2015	85.5%
Age Distribution	
Under 5 years	6.3%
5 to 17 years	19.4%
18 to 24 years	9.7%
25 to 44 years	29.6%
45 to 64 years	21.8%
65 and older	13.2%
Median age	36

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	90,224
International migrants	24,969

Migration / Immigration Projections 2000-2015

Net internal migrants	-23,829
International migrants	138,151

State Grant Aid

All aid (in thousands):	$62,004
Aid per resident:	$15.89

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	79.9%	6
Female	69.0%	2

Gross State Product (in billions)

Amount	$147.3
National rank	19

Unemployment Rate

March 1999	3.2
March 2000	3.5
Percent change	8.6%
Rank, percent change	48

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Pipelines	100	50.0%
Agricultural services	10,200	33.2%
Other services	21,400	31.2%
Business services	56,100	30.3%
Health services	74,500	28.5%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Leather products	1,300	24.5%
Textile mill production	600	20.0%
Private households	2,500	17.9%
Oil and gas	100	16.7%
Electronic equipment	4,200	10.9%

Wyoming

A new funding model helps preserve Wyoming's community colleges despite decreasing enrollments. Statewide, FTE has dropped by 1,200 during the last four years. Regional population shifts and economic trends contribute to the enrollment loss, and demographers predict the number of traditional college-age students will decrease for at least another decade. Many skilled workers are also leaving Wyoming because of the state's reliance on declining mineral-resource industries. The unemployment rate is low, but few skilled jobs are available.

With the model in place, legislators could determine whether the colleges were well funded relative to similar institutions nationwide, and as a result they agreed to provide new funding to close gaps in parity and equity.

The new funding model generated a 7.9 percent increase (about $5 million) in state appropriations to the colleges during its first use for fiscal year 2001. The model was crafted by the Wyoming Community College Commission to help the community colleges achieve financial parity with similar institutions elsewhere in the nation and equity with one another. It compares each college's finances with those of 11 community colleges nationwide, selected by the National Center for Higher Education Management Systems. The colleges have similar enrollments, proportions of part-time and full-time students, and programs, and are located in like-sized municipalities. The model then compares the Wyoming community colleges, which have differences in local tax bases.

With the model in place, legislators could determine whether the colleges were well funded relative to similar institutions nationwide, and as a result they agreed to provide new funding to close gaps in parity and equity. The model made the most immediate impact at two colleges, which previously had received special funding so they could offer competitive faculty salaries. One college opposes the formula, although all the colleges received increases.

The commission considers the model an effective way of maintaining all the colleges, which have dormitories and full complements of collegiate facilities, as community resources and engines for economic development. Under the old formula, driven by FTE and square footage, the state would have cut funding. If state support diminished, several colleges might have closed eventually.

Disputes over the implementation of the new funding model again raised questions about division of community college governance in Wyoming. Legislation passed in 2000 was meant to clarify the issue. It gives the governor-appointed commission responsibility for coordinating the college system, budgeting and distributing state funds, and approving programs. The commission now has the power to withhold state appropriations for noncompliance. Oversight of Adult Basic Education has been transferred from the Department of Education to the Commission. The community colleges continue to be governed locally by elected trustee boards.

Community Colleges

Number of Colleges

Public	7
Independent	0
Tribal	0

Credit Enrollment

Fall 1997	18,381
Fall 1998	17,633
Full year 1997-98	31,019

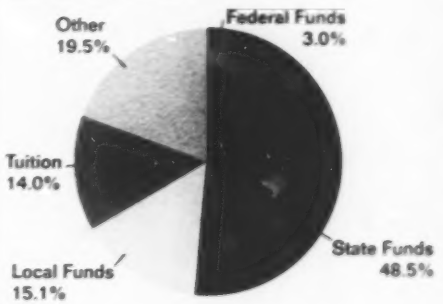
Student Characteristics

Gender		
Male	38.8%	
Female	61.2%	
Attendance status		
Full-time	43.1%	
Part-time	56.9%	
Race/ethnicity		
African American	0.9%	
Asian/Pacific	0.6%	
Hispanic	3.4%	
Native American	2.0%	
Percent minority	6.8%	
White	91.8%	
Other	1.4%	
Age	Part-time	Full-time
17 or younger	13.6%	0.6%
18 to 21	17.2%	64.3%
22 to 29	18.7%	20.0%
30 to 39	19.3%	8.8%
40 or older	31.3%	6.3%

Percentage of Students from Within State

Public 2-year	79.6%
Independent 2-year	—
Public 4-year	63.5%
Independent 4-year	

Sources of Revenue for Fiscal Year 1997-98



Tuition and Family Income

Average tuition (including fees)	
Public 2-year	$1,154
Public 4-year	$2,330
Median income, family of 4	$50,989
Tuition as percentage of family income	
Public 2-year	2.3%
Public 4-year	4.6%

Average Faculty Salary

Public 2-year	$33,458
Independent 2-year	—
Public 4-year	$46,941
Independent 4-year	—

Expenditures per FTE Student

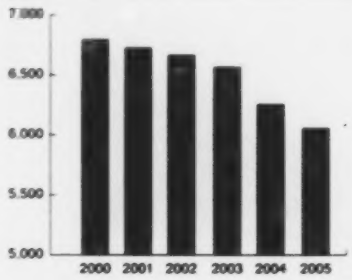
Total expenditures	$8,335
Student-related	$5,956
Instructional	$3,478

State Demographics

Current and Projected Racial / Ethnic Percentages

African American	
2000	1.1%
2015	1.1%
Asian/Pacific	
2000	0.7%
2015	1.4%
Hispanic	
2000	6.3%
2015	8.1%
Native American	
2000	2.3%
2015	3.1%
White	
2000	89.6%
2015	86.1%
Age Distribution	
Under 5 years	6.3%
5 to 17 years	20.1%
18 to 24 years	11.2%
25 to 44 years	26.5%
45 to 64 years	24.3%
65 and older	11.6%
Median age	36.1

Projected Number of High School Graduates



Migration / Immigration 1990-2000

Net internal migrants	-3,676
International migrants	2,014

Migration / Immigration Projections 2000-2015

Net internal migrants	116,551
International migrants	2,460

State Grant Aid

All aid (in thousands):	$155
Aid per resident:	$0.44

Workforce

Civilian Workforce Participation

	Rate	Rank
Male	77.5%	15
Female	63.2%	17

Gross State Product (in billions)

Amount	$17.6
National rank	48

Unemployment Rate

March 1999	5.2
March 2000	4.2
Percent change	-23.8%
Rank, percent change	15

Top Five Fastest-Growing Industries: 1993-2045

	# of jobs increasing	% of jobs increasing
Other transportation equipment	100	50.0%
Furniture	100	33.3%
Primary metals	100	33.3%
Rubber and plastics	100	33.3%
Transportation services	300	33.3%

Top Five Fastest-Decreasing Industries: 1993-2045

	# of jobs decreasing	% of jobs decreasing
Private households	300	15.8%
Coal mining	500	12.8%
Petroleum products	100	12.5%
Oil and gas	1,000	9.9%
Mining	1,400	7.4%

Pacific Islands

Community colleges provide the primary source of post-secondary education on many islands in the Pacific Ocean. In addition to offering technical training and associate degree courses, the colleges serve as hosts for distance education programs that make it possible for island residents to pursue bachelor's and graduate degrees. The colleges also play a critical role in perpetuating indigenous cultures by offering courses in native languages and customs, preserving artifacts, and operating cultural centers.

The independent nations of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands have their own community colleges. These three independent island nations were once part of the Trust Territory of the Pacific Islands ruled by the United States of America after World War II. The Northern Mariana Islands, also part of the trust territory, remain a commonwealth territory of the United States, with one community college. Two other community colleges are located in Guam and American Samoa, which are unincorporated U.S. territories.

The community colleges, which are all public, follow an organizational model typical of U.S. colleges. Their funding is more precarious, however, because most do not have base budgets or financial formulas that guarantee a certain level of support from their national governments. The uncertainty of funding from year to year complicates planning for growth and new programs.

The United States' historic connection and ongoing responsibilities continue to influence policies and practices at the community colleges. The Compact of Free Association between the U.S. and the Republic of the Marshall Islands, and the Federated States of Micronesia delineates these relationships. Its diplomatic aspects continue in perpetuity,

however, the economic provisions of the compact expire in 2001. The outcome of negotiations on U.S. aid will directly affect the colleges' appropriations and student scholarships.

Residents of these nations and Palau are also eligible for Pell Grants. The developing nations won a congressional extension of their eligibility for the federal student financial aid program until 2004. College administrators worry about what will happen to colleges throughout the region if these nations' residents, who often transfer, eventually lose their eligibility for the federal student aid program. More than 90 percent of the students at some of the community colleges in the Pacific Islands qualify for Pell Grants.

The U.S. military base on Guam fuels its relatively strong economy. The standard of living on many of the other islands would be considered poor by U.S. economic standards. The subsistent economy relies on fishing and agriculture. The natural beauty of the islands has spurred tourism in some areas, and several of the community colleges have added programs aimed at training residents in the hotel and restaurant management fields. The colleges also encourage enrollment in technical programs that provide skills needed on the islands. General associate degree programs attract the most students. Some have questioned the popularity of transfer programs because many students leave their home islands to finish bachelor's degrees or to find gainful employment in their majors.

The region's geography challenges the community colleges. Hundreds of miles of ocean can separate islands within the same nation. Air travel between islands is expensive. Campus buildings must withstand 25-mile-per-hour trade winds, and building materials must resist the corrosion and rust caused by the salty sea air.

Many of the islands have up-to-date fiber optic networks, but with vast expanses of water between the islands, satellite links are also necessary. Monopolies control the telecommunications networks in the region. Consequently, Internet access is quite expensive, even where the colleges have successfully negotiated flat usage fees.

Geography also presents unique opportunities to the community colleges. Japan, the United States, and Palau collaborated on the Palau International Coral Reef Center, opening in fall 2000. Although the center is not affiliated with the Palau Community College, the college's leaders participated in the center's planning. The college expanded its marine and environmental science programs in anticipation of increased interest in these subjects. The College of Micronesia, F.S.M., will open a Fisheries and Maritime Institute in fall 2000 at a training center previously operated by missionaries.

Although each community college is a distinct institution, the colleges' administrators work together on issues of shared interest such as professional development and academic grants. Their Pacific Post-Secondary Education Council includes representatives of four-year institutions from Guam and Hawaii.

Some of the new nations' legislators would like the community colleges to become four-year institutions, but there is no movement within the colleges to change their missions at this time.

Community Colleges

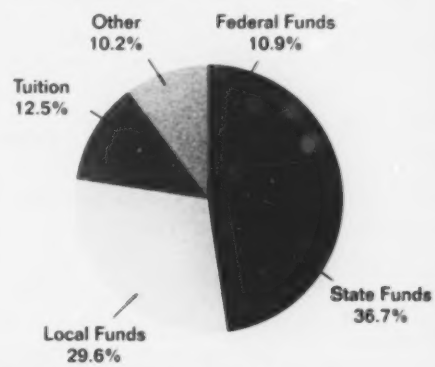
Credit Enrollment

Fall 1997	3,984
Fall 1998	4,047
Full year 1997-98	9,534

Student Characteristics

Gender	
Male	43.3%
Female	56.7%
Attendance status	
Full-time	54.3%
Part-time	45.7%
Race/ethnicity	
African American	0%
Asian/Pacific	93.2%
Hispanic	0.2%
Native American	0%
Percent minority	*0%*
White	1.4%
Other	5.1%

Sources of Revenue for Fiscal Year 1997-98



Expenditures per FTE Student

Total expenditures	$20,332
Student-related	$14,410
Instructional	$7,326

Puerto Rico

The six regional colleges of the University of Puerto Rico, which serve the role of public community colleges in this commonwealth territory of the United States, became autonomous in 1999.

Under the reorganization, the deans of the regional colleges became chancellors, with each college having its own advisory board and academic senate. Each chancellor now has direct contact with the university's president, rather than a central administrator representing the colleges that were previously considered units of one regional college.

Most of the regional colleges now offer bachelor's degrees. The new emphasis on baccalaureate programs responds to students' requests for four-year degrees, which are seen as more desirable in the job market. Enrollments increased during 1999–00, and more growth is expected during 2000–01.

Agriculture has long dominated the island's economy. In recent years, however, economic activity has been increasingly influenced by the electronic and petrochemical companies. They are among the new industries attracted by Puerto Rico's inexpensive labor and tax incentives, and use the island as an export processing zone.

All the colleges share courses for the Distance Learning Classroom, which provides various distance learning services to island residents.

Community Colleges

Credit Enrollment

Fall 1997	2,529
Fall 1998	2,577
Full year 1997–98	3,275

Student Characteristics

Gender	
Male	59.8%
Female	40.2%
Attendance status	
Full-time	87.4%
Part-time	12.6%
Race/ethnicity	
African American	0%
Asian/Pacific	0%
Hispanic	100%
Native American	0%
Percent minority	*0%*
White	0%
Other	0%

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State Data Sources

Community Colleges

Number of Community Colleges
Source: American Association of Community Colleges. 2000
Date: 2000

Credit Enrollment, Student Characteristics, and Percentage of Students from Within State
Source: National Center for Education Statistics, 2000c
Date: Fall, 1998; Full-Year, 1997–98
Note: Branch campuses of university systems not separately reported on IPEDS are not included in state totals.
The complete names of the racial/ethnic groups are:
African American, not of Hispanic origin
Asian and Pacific Islander
Hispanic origin
Native American: American Indian and Alaskan native
White, not of Hispanic origin
Other, or race/ethnicity unknown

Sources of Revenue
Source: National Center for Education Statistics, 2000d
Date: 1996–97

Tuition
Source: National Center for Education Statistics, 2000a
Date: 1998–99

Family Income
Source: U.S. Bureau of the Census, 1999c
Date: 1998

Average Faculty Salary
Source: National Center for Education Statistics, 2000a
Date: 1997–98

Expenditures per FTE Student
Source: National Center for Education Statistics, 2000c & 2000d
Date: 1996–97

State Demographics

Current and Projected Racial/Ethnic Percentages
Source: U.S. Bureau of the Census, 1999e
Date: 1998
Note: The complete names of the racial/ethnic groups are
African American, not of Hispanic origin
Asian and Pacific Islander
Hispanic origin
Native American: American Indian and Alaskan native
White, not of Hispanic origin

Age Distribution
Source: U.S. Bureau of the Census, 1999d
Date: 1998

Projected Number of High School Graduates
Source: National Center for Education Statistics, 1999e
Date: 2000 to 2005

Migration/Immigration
Source: U.S. Bureau of the Census, 1999f
Date: 1998

State Grant Aid
Source: National Association of State Student Grant Aid Programs, 2000
Date: 1997–98

Workforce

Civilian Workforce Participation
Source: U.S. Bureau of the Census, 1999a
Date: 1998
Note: Rank refers to the national rank.

Gross State Product
Source: U.S. Bureau of Economic Analysis, 1999
Date: 1998

Unemployment Rate
Source: U.S. Bureau of the Census, 1999a
Date: 1998

Top Five Fastest-Growing and Fastest-Declining Industries: 1993–2045
Source: U.S. Bureau of Economic Analysis, 1995
Date: 1995
Note: The complete names of the industries are

Farm
Agricultural services, forestry, fishing, and other
Mining
Construction
Manufacturing, durable goods
Manufacturing, nondurable goods
Transportation and public utilities:
- Railroad transportation
- Local and interurban passenger transit
- Trucking and warehousing
- Water transportation
- Transportation by air
- Pipelines, except natural gas
- Transportation services
- Communications
- Electric, gas, and sanitary services

Wholesale and retail trade:
- Wholesale trade
- Retail trade

Finance, insurance, and real estate:
- Banks, credit agencies, and investment services
- Insurance
- Real estate

Services:
- Hotels and other lodging places
- Personal services
- Business and miscellaneous repair services
- Auto repair, services, and parking

Amusement and recreation services and motion pictures
- Health services
- Legal services
- Educational services
- Social services and membership organizations
- Private households
- Other services

Government and government enterprises:
- Federal, civilian
- Federal, military
- State and local

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